DOCUMENT RESUME

ZD 051 526 CG 006 458

TITLE
INSTITUTION
REPORT NO
PUB DATE

Secondary School Health Education Curriculum Guide.

Texas Education Agency, Austin.

Bull-691

NOTE

343p.

EDRS PRICE DESCRIPTORS

EDRS Price MF-\$0.65 HC-\$13.16

*Curriculta, *Health, *Health Education, *Secondary

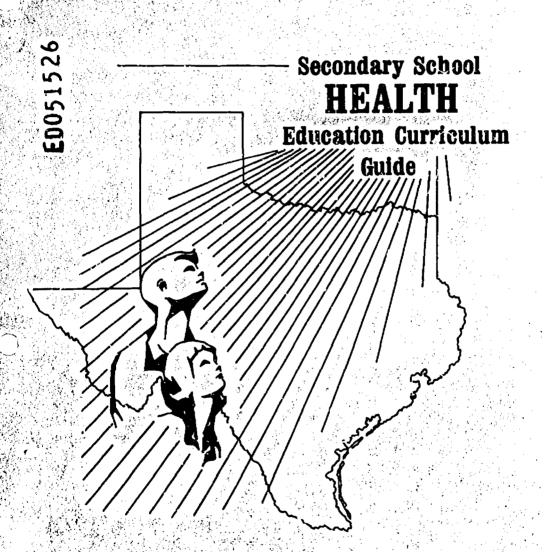
Education, Secondary School Teachers, *State

Curriculum Guides

ABSTRACT

This guide for instruction in grades 7 through 12, developed with the help of 27 specialists in all the school health disciplines, views health as the embodiment of total man, his physical, psychological and social dimensions. A conceptual approach to teaching health is utilized, wherein a concept, once understood, can be retained even as new facts are constantly uncovered. Ten content areas, each having a major concept, are identified: (1) consumer health; (2) prevention of communicable disease; (3) chronic and degenerative diseases; (4) environmental health and safety; (5) community health; (6) growth and development; (7) health and fitness for daily living; (8) nutrition; (9) use and abuse of tobacco, alcohol and drugs; and (10) sex education for family living. A short section describes how to utilize the curriculum. For each content area, motivating questions, selected relevant learning activities and a bibliography are included. (TL)





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BULLETIN #1

TEXAS EDUCATION AGENCY

SECONDARY SCHOOL HEALTH EDUCATION CURRICULUM GUIDE

Texas Education Agency Austin, Texas 78711

Bulletin 691

1970

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FOREWORD

Recent trends in health service and health education suggest that public schools reexamine the total health program. National studies by the Department of Health, Education and Welfare and others have pointed up a need for increased emphasis in certain areas of the school health program. This guide should help the teacher by encouraging discussion rather than giving specific information.

This guide for instruction in grades 7 through 12 was developed with the help of 27 specialists in all the school nealth disciplines, representing state and national organizations and colleges and secondary schools.

The bulletin should prove helpful to school administrators and teachers who are charged with the important responsibility for this aspect of the curriculum.

J. W. Edgar Commissioner of Education



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The health of every citizen of this State is the responsibility and concern of the Texas State Department of Health. Great strides have been made in the healing arts and the preventive techniques in use today for the preservation of our good health.

The health of each of us depends on our awareness of the knowledge that is available to us. School-age children are especially susceptible to decis and changing behavioral patterns which make the instruction in health education so vitally important. There has always been agreement among those in public health and school health that the instructional programs carried on within the school curricula are essential components of comprehensive programs for preserving and promoting the health of all citizens.

There is an immediate necessity for sound curriculum, well-prepared teachers, and accurate health information to be established throughout the State. This Leadership Bulletin for Secondary School Health Education is a most worthwhile resource and should be a useful tool and motivating factor directed toward achieving the goals so importent to us all.

Commissioner of Health



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OVER VIEW

The quest for survival and happiness has led man on an eternal struggle with his environment.

With new tools of technology and communication, he is now seldom a victim of his environment; but new hazards have arisen to threaten his existence. The myriad factors influencing the length and quality of life are called health.

The Secondary School Health Education Curriculum Guide attempts to view health as the embodiment of total man, his physical, psychological, and social dimensions. The health of an individual to a large extent can be considered the product of his cultural membership and socioeconomic situation. Research has indicated no relationship between race and health, but there are some strong indications that patterns of behavior within a given culture significantly affect the health of individuals within the culture.

In spite of medical and technological advancement, some people are unaware of how to develop and to maintain a healthful way of living. This guide is based on the premise that acquisition of knowledge is fundamental to the development of positive attitudes, and both affect health-related behavior.

The scientific and technological developments of the current age are appearing faster than they can be transmitted to the man on the street, and, most important of all, faster than they can be integrated into the lives of millions of people. The burden of the ever-increasing amount of knowledge is felt particularly in the schools, where teachers, administrators, school boards, and parents are struggling to reconstruct their curricula to keep pace.

Thus .wo important problems enlerge:

First, some way must be found to bridge the gap between the breakthroughs of science and medicine and the daily living habits of the individual.

Secondly, some method must be developed whereby man can keep pace with the bulge in human knowledge.





In light of these problems, a conceptual approach to teaching health is suggested in this guide. A concept, once understood, can be retained even though new facts are constantly uncovered. In this bulletin, ten basic content areas have been identified, each having a major concept as follows:

BASIC AREA: CONSUMER HEALTH

CONCEPT: The consumer's selection of products and services is influenced by forces acting upon him.

BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES CONCEPT: Man's health is subject to alterations by the presence and effect of harmful agents, transmitted by living and nonliving things, within his environment.

BASIC AREA: CHRONIC AND DEGENERATIVE DISEASES CONCEPT: Chronic and degenerative diseases and their effect upon man have implications for the individual, family, and community.

BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY CONCEPT: Hazards arising from man's interaction with his environment affect his health and behavior.

BASIC AREA: COMMUNITY HEALTH CONCEPT: Community health involves individual responsibility and group cooperation.

BASIC AREA: GROWTH AND DEVELOPMENT CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns yet are unique for each individual.

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING CONCEPI: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

BASIC AREA: NUTRITION CONCEPT: Attitudes and practices regarding nutrition affect man's health behavior.

BASIC AREA: USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS CONCEPT: The use and effects of mood and behavior modi-

fiers result from a complexity of factors.

BASIC AREA: SEX EDUCATION FOR FAMILY LIVING
Human sexuality originates within the family,
and continues to be influenced by familial and
other life experiences from conception to death.

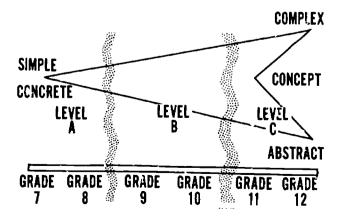
The basic area units are numbered in the recommended order, for the order lends itself to a meaningful progression. In looking over the ten basic areas, it can be noted that the first five do not deal with such personal aspects as do the latter five. Teacher-pupil rapport is essential when working with content of a personal nature, and such rapport can come about more easily after the teacher has been with the students for some time.

This leadership bulletin has been designed to give the teacher as much freedom of choice as possible and the cortepts can be taught in any order desired. However, it is felt that the list as shown will offer a sequential order of learning.

Accompanying the concepts is a series of subconcepts that are outgrowths of the major idea, but are more restrictive in their scope.

The material on the succeeding pages has been organized into three basic levels of instruction to provide the most appropriate educational offerings. It is recommended that instruction take place at all levels: Level A-Grade 7 or 8; Level B (Health 1) - Grade 9 or 10; Level C (Health II) - Grade 11 or 12.

The content proceeds from the simple to the complex, the concrete to the abstract, as shown in the following diagram.



THE LINES BETWEEN THE LEVELS SUGGEST THE INTERRELATIONSHIP OF THE THREE STAGES OF INSTRUCTION.

The content of each concept has been arranged in a sequential order, which is considered essential. A particular idea may be presented in one level and then expanded in the subsequent level for a richer learning experience. If an individual teacher wishes to go on to the material in another level because of local needs, this is certainly recommended. For example, a school and community with a drug problem may prompt the seventh grade teacher to go into material at succeeding levels. It is important to note, however, that in teaching these concepts, a level or a part of a level should not be introduced unless the material at the previous level has been taught. It must not be construed that there is a duplication of content, even though the ten basic areas and concepts appear at each level of instruction.

The learning guide identifies each content area, its concept, subconcepts, content outline, motivating questions utilizing a multi-dimensional approach (physical, mental-emotional, and socio-cultural), suggested learning activities, a list of source materials, and the level.

The subconcepts are suggested as building blocks for the establishment of objectives to be developed by the teacher.

The "motivating questions" approach was decided upon because it provides for maximum student involvement, increased motivation, greater flexibility in teaching, and wider adaptability to different environments and learning situations.

The three dimensions utilized with the questions indicate that content material cannot be viewed in only one aspect of man's life, but must reflect the totality of man's nature—his physical aspects, his mentalemotional aspects, his socio-cultural aspects. So it is with his health problems.

Space does not permit the entire listing of content material in the outline or complete enumeration in the motivating questions. In an effort to provide the teacher with some understanding of what is intended, the designation "for example" (e.g.) has been used throughout the bulletin. The reference to a particular term is not meant to exclude or emphasize any one item or area.

It should be recognized that no one of the basic areas is exhaustive, but each is aimed at offering a framework and a guideline for teaching health education. In order for all schools, representing a vast array of peoples and communities in the State, to derive some worth from the guide, alternate suggested learning experiences have been included. It should be clearly understood that this guide is but a supplement to the creative energies and talents of the individual teachers, and that dedication to enriching the lives of young people must be of primary concern.



UTILIZING THE SECONDARY SCHOOL HEALTH EDUCATION CURRICULUM GUIDE

This outline is designed to provide information about the Secondary School Health Education Guide to facilitate its use by Service Center staffs in planning for in-service education, by local school district curriculum and instruction personnel, and by the classroom health education teacher.

Purpose

- . To establish a basis from which curriculum can be broadened and developed in keeping with the health needs and interests of young people today and in the future.
- . To assist teachers in planning and conducting effective, dynamic instruction.

Components

BASIC AREAS:

- . Ten basic areas have been designated as a means of organizing health content.
- . They reflect the needs and interests of young people.
- . They are supported by research and recommendations from leaders in the field of health education curriculum.
- . They are appropriate areas of study for any student in any community.

CONCEPTS:

- . Conceptual statements have been developed for the basic areas.
- . They have been designed to withstand the influences of a changing culture, rapid technological development, etc.
- . They focus instruction on health as a quality of life rather than on health problems -- the negative point of view.
- . They may contribute to rearranging the teacher's as well as the student's point of view about health and health content.

SUBCONCEPTS:

- . Subconcepts have been designed for each level of the health education progression.
- . They serve to develop the total concept and can be interpreted as vital in the scope and sequence of the curri ulum.



CONTENT:

- . Content sugges ions have been included in outline form in one column of the bulletin.
- . The content can be utilized in the development of units of instruction or can be thought of as suggestions for emphasis by the teacher as he plans learning experiences that will lead to the development of the concept.

MOTIVATING QUESTIONS:

- . These questions have been listed as a technique for drawing together the physical, mental-emotional, and socio-cultural dimensions of health.
- . They may serve to assist the teacher in utilizing the multidimensional approach to health content and health concepts.
- . They may suggest topics or points for discussion.
- . They may serve to interest both the student and the teacher in investigating, searching, and exploring the rapidly expanding content related to health.

LEARNING EXPERIENCES:

- . Examples of student-oriented learning experiences are suggested.
- . These examples suggest ways that the students may be led to the "discovery" of the subconcept or concept.
- . The focus of these learning experiences is on the student and how he can be actively involved in the learning process.
- . This focus is considered vital to the success of health instruction.
- . Since several of the units would benefit greatly from interviews with or classroom visits of physicians, pharmacists, psychologists, and other professionals, the teacher will want to organize the learning experiences judiciously to avoid any imposition whatever on these individuals. The course should be surveyed before starting and arrangements made to correlate the use of interviews or visits perhaps through the use of tape recordings, pamphlets, or written reports.

SUGGESTED BIBLIOGRAPHY:

- . A list of appropriate teaching materiuls, tools, media, etc., has been suggested.
- . It may serve to consplement the structuring of learning experiences.
- . An attempt to suggest resources of free or inexpensive materials may be helpful to many teac .ers not yet familiar with health information resources.



Instructional Time

The ten basic areas have been organized into three levels of instruction to provide the most profitable educational offerings. The time for each level: Level A--grade 7 or 8 is 65 to 80 clock hours; Level B--Health I, grade 9 or 10 is 80 clock hours and $\frac{1}{2}$ unit credit toward graduation; Level C--Health II, grade 11 or 12, is 80 clock hours for $\frac{1}{2}$ unit elective credit.

If the school administrator or teacher decides that each of the 10 basic areas carries the same value in regard to time, 8 clock hours would be all the time available for each basic area in an 80-clock-hour semester.

Availability of the Guide

In order that both teachers and students may receive the most benefit from the guide, the following suggestions are made:

- . Material may be duplicated. It is most desirable that all teachers in each section of a grade level have their own copies of the guide.
- . Only one copy of the Secondary School Health Education Curriculum Guide will be available for each school superintendent and each secondary principal. This copy should be placed in the curriculum library or other convenient location where it will be readily available to teachers.
- . The guide is assigned for distribution purposes to the secondary principal who in turn may give it to the appropriate teacher.





Ι

BASIC AREA: CONSUMER HEALTH

Concept: The consumer's selection of health products and

services is influenced by forces acting upon him.

LEVEL A

Sabconcept:

The acquisition of basic knowledge regarding consumer health is fundamental to the development of sound prac-

tices.

- . A consumer is a person who uses products and/or services that satisfy human wants and needs.
 - . Consumer: one who uses commodities
 - . Health products and services bought by families
 - . Factors that influence buying
 - . Ever-changing health products and services
- The consumer's knowledge comes from many scientific and nonscientific sources.
 - . Influential sources
 - . Evaluation of scientific and nonscientific sources
- . Fads and fashions influence consumption.
 - . Effects of fads
 - Influence of fashions and fads
- . Labeling provides protection.
 - . Identification of products
 - . Decision to buy
 - . Reasons for labels
 - . Control of labels

LEVEL B

Subconcept: A more thorough understanding of the influences on the consumer is necessary for the individual adolescent.

- Consumer values and decisions depend upon the ability to apply criteria to selections.
 - . Bases of selection
 - . Selection and critical thinking
- . The purpose of advertising is to influence the consumer.
 - . Aims of advertising
 - . Some popular products that are advertised
 - . Advertising media
 - . Effects of advertising give-aways
- . Public and private agencies provide purchasing guidelines.
 - . Food and Drug Administration
 - . Federal Trade Commission
 - . Federal Communications Commission
 - . U. S. Department of Agriculture
 - . Post Office Department
 - State and local health departments
 - . Medical associations



- . Dental associations
- . American Home Economics Association
- . National Better Business Bureaus
- . National Consumer-Retailer Council
- . Consumer organizations
- · Commercial companies
- Health misconceptions are often eliminated when health information is scientifically evaluated.
 - . Similarities of misconceptions about various products and services
 - . Sources of information
- . Quackery is fradulently claiming to profess medical knowledge or experience in an attempt to cheat the public.
 - . Definition of quackery
 - . Types of quackery
 - . Quackery supporters
 - . Traits of quacks
 - . Forms of quackery
 - . Influences aiding quackery consumption
- Careful examination of professional, allied, and ancillary health careers will help the consumer become familiar with services and career opportunities in the health care field.
 - · Health care teams
 - . Consultants from the health care industry
- . Health insurance is designed to aid families during health emergencies.
 - · Controversial issues
 - . Types of health insurance
 - . Criteria for insurance selection

LEVEL C

Subconcept: The complexities of society alter the role of the young adult as a consumer.

- . Economic and political matters influence health products and services.
 - . Economic influence on health products available to consumers
 - . Economic influence on health services
 - · Political influence on health products and services
 - The rapid advance in medical science and technology stimulates the need for qualified persons in health-related fields.
 - . Changes in health careers
 - . Changes in resources for pursuing health careers
 - . Medical advances in protecting, treating, and preserving the human body
- Advertising is designed to influence the precouscious and subconscious mind of the consumer.
 - . Psychological factors involved in conditioning
 - . Guidelines for advertising



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BASC AREA: CONSUMER HEALTH
CONCEPT: The consumer's selection of health products and services is influenced by forces acting upon him.

0

LEVEL A. SUBCONCEPT: The acquisition of basic knowledge regarding consumer health is fundamental to the development of sound practices.

CONTENT	Ph sical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
A consumer is a person who uses products and/or services to satisfy human wants and needs.	What does consumer health mean to you?	ealth mean to you?		
. Consumer: one who uses com-	Who are consumers?			
montage, Products. Services	What are products and services?	services?		
. Health products and services	What health products c	What health products can, you find in your home?		
cought by tamilies	What are some health	What are some health services you share with your neighbors?	ighbors?	Have students survey health
	What does the family b	What does the family buy that contributes to family health?	Lith?	products people buy and ser- vices paid for by their parents.
	Why should a consumer seek optical products and devices?	Why should a consumer seek professional advice before purchasing dental and optical products and devices?	e purchasing dental and	Ask students to list some of the problems modern health
		•		consumers face in buying.
. Factors that influence buying . Prices . Values . Custom . Custom .	'If there is a need to ed to learn?	If there is a need to educate oneself as a health consumer, what does one need to learn?	ner, what does one need	Involve students in a role- playing situation based on pay- ing monthly bills.
Needs	What influences the cor	What influences the consumer in his selection?		In buzz sessions, discuss ad-
	How many things can y	How many things can you buy with a credit card?		vertisements according to their influence on the consumer and
	Why is buying by credit card so popular?	t card so popular?		present findings.
	What health products d	What health products does your family charge at a pharmacy or stores?	rmacy or stores?	
	What should we look fo	What should we look for when we read a label?		_

r	LEYELA		O A COLL OF COLL OF		
1	CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
	. Ever changing health products and services	There are hundreds of health produc	There are hundreds of health products and services available from which to choose. Is thin good or bad? Why?	able from which to	Have students bring in clippings of advertisements of new
					products. Compare cuppings from old magazines with clipings in new magazines as to quality and price.
. 5		In what particular health vices) have you seen qualmain the same and prices	In what particular health products (e.g., toothbrushes and oral irrigation devices) have you seen quality rise while prices remain the same or quality remain the same and prices go down? How can you know?	d oral irrigation de- same or quality re-	Have students study the process of putting a new drug on the market. Show a film on the process of developing a
		How can the consumer kn	How can the consumer know which health products or services to choose?	vices to choose?	new product.
		Where can you go to find	Whe 'e can you go to tind out about a substantard product?		Have students list products which did not exist three years ago.
1-4	The consumer's knowledge cones from many scientific and non-scientific sources.				
	. Influential sources	How do we judge a source to be scientific?	to be scientific?		Take class to visit one or more
	. Medical and paramedical professions	Which persons in your contion?	Which persons in your community are considered sources of scientific information?	of scientific informa-	nearth resources in your community or state that interest your group. For example,
	. School and public educators				plan a trip to the health depart- ment, dental office, hospital,
	. Religious counselors				clinic. Write up your indings, and report to the class.
	. Covernment health agencies				
	. Volratary health agencies				
	. Community hospitals and schools				

HEALTH
CONSUMER
BASIC AREA:

LEVELA				
CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Customs and superstitions	Why do health superstitions still exist today?	ne still exist today?		Have students list health super-
	How do customs and supe	How do customs and superstitions affect some people?		stitions existing today.
Ignorance and prejudice	Why do same people self-	Why do some people self-diagnose and self-treat themuelves when they are sick?	ves when they are	
. Quacke and testimonials	What is a testimonial?			
. Commercialized health in- formation	Where do you see comme	Where do you see commercialized health information?		Have students find two or three commercialized health information testimonials in your newspaper and magazines. Present findings to the class and discuss.
. Evaluation of scientific and	Who are the persons or o	Who are the persons or organizations presenting the information?	rnation?	Have students examine the vari-
nonscientific sources	What reputation do they have in the community?	ave in the community?		ous cultures in our civilization to define each one's method of
	How are they helping to i	How are they helping to improve health and prolong life?		promoting good health.
	How is their information presented?	presented?		
. Fads and fashions influence consumption.				
. Effect of fads				
. Worthless drugs and cosmetics	How much money do you	How much money do you spend on drugs and coametics?		Have students read publications about the use and misuse of
Diet Skin				drugs. rave ment report on how much is spent on drugs and cosmetics by their own families
. Face , Hair				in a year,

HEALTH	
CONSUMER	
BASIC AREA:	

LEVELA			
CONTENT	MOILYAIING OUESTIONS Physical Menna-Emotional	QUESTIONS Socio-Cultural	LEARNING EXPERIENCES
. Digestion and regularity	How is man affected by the use of drugs and cosmetica?	and cosmetics?	Have students report on ill
. Food fad.	How can look face affect one's body?		effects of drugs and cosmetics (topics for discussion). (Visit from school nursetalk on asoirm usee.)
. Nostrums	Could there ever be a relationship between quack medical devices and serious illness?	en quack medical devices and serious	Have students make p stere about quackery and create and
	How much money is spent or quackery and nostrums?	nd nostrums?	work crossword puzzles o. quack medical devices.
	How can one recognize a nostrum?		Have students present case his- tories of people who developed
	. , .		serious illnesses because of the use of ruack medicine.
		,	Compare the money spent on quackery and nostrums with money spent on public education.
. Influence of fastions and fads	In what wayn do fashions have a negative health inplication?	nealth inplication?	Have students do a panel dis-
	How do price, style, col. r, purformance influence the consumer in buying health products or lashions that may or may not affect the health?	e influence the consumer in buying may not affect the health?	cussion on different materials used in clouding and the factors influencing people to buy.
. Labeling provides protection.			
. Identi ication of products	What is labeling?		Have students bring diffe ent
	How does labeling protect the consumer in the use of foods? Drugs? Cosmetics? Household products.	in the use of joods? Drugs? Cosmet-	lacels and compare what each says. How do different products differ with the information of the latter was the control of the latter with the control of the latter was the
	What information does a label provide for the consumer?	or the consumer?	tion on their tabels
			Have a group of students make a bulletin board with labels from commonly used home products - cosmecics, vitamins,
		•	

BANC AREA: CONSUMER HEALTH

	×	MOTIVATING QUESTIONS	S	
CONTENT	Physical	Mental-Linctional	Socio - Cultural	LEARNING EXPURIENCES
				insecticides and place a gold
	•			star beside statements on the
	•			labels which help to protect
	•			the consumer,
. Decision to buy	What is the purpose of a label?	bel?		Have students design labels
				that would influence their own buying.
a laster and a second	When the state of	of 1-1-0-1-0		7
eranur for emorator .	Sen orn position to territoria.	of 14 Detail		and count as many products of
. To promote private brands				one kind they can find. Which
To identify products	•			label influenced them the most?
. To protect the consumer				
. Control of labela	What federal and state laws control labeling?	s control labeling?		Have students contact the
Fred and Orne Administra-	-			County Agricultrual Extension
tion	•			regarding the federal and state
. United States Department of	•			laws controlling labeling.
Agricultura	Why are the labels on som	Why are the labels on some products controlled by aw while others are not?	while others are not?	Have students obtain informa-
				tion on laws from Food and
				State Health Dewartment. Dis-
				cuss in class.
	•			
	•			

BASIC AREA: CONCEPT:

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CONSUMER HEALTH
The consumer's selection of health products and services is influenced by forces acting upon him.

LEVEL B. SUBCONCEPT: A more thorough understanding of the influences on the consumer is necessary for the individual adolescent.

CONTENT	Physical	MOTIVATING OUESTIONS 'tensal-temotional	Socio - Culturai	LEARNING EXPERIENCES
Consumer values and decisions depend upon the ability to apply criteria to selections.				
. bases of selection				
. Approved health professions	What or who approves a health profession?	a health profession?		Have students develop their own
. Quality of the health service	What are fome commo	What are some commonly used health services?		criteria icr selecting a hospi-tal.
	What makes these mor	What makes these more attractive than others?		Have students list and discuss
	What determines if a h	What determines if a health service is good or bad?		been accepted and approved by
. Restrictions of the health	What do various govern	What do various governmental health organizations have to say about health agreice?	re to say rbout health	Have the class compose a let-
. Benefits of the health ser-	What are the adventage	What are the advantages of choosing one health service over another?	over another?	ter to the Better Business Bureau for information about
vice				a particular company.
. Eligibility				
. Supporters				
. Availability				
. Selection and critical thinking	How can the average co	How can the average consumer develop critical thinking?	25	Have students write a paper on
	Who recommends the health product?	realth product?		of Value?"
	What are the standards	What are the standards set up for a particular product?	٥.	
	What general criteria e	What general criteria exist for the selection of products?	182	

BASIC AREA: CONSUMER HEALTH

LEVEL B				
CONTENT	Physical	MOTIVATING_OUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
			6.1	
	What qualities must a n	What qualities must a new nealth product possess before you would only it:	you would only it:	price and effectiveness of two
				nealth products.
				Have students write a paper on
				the value of a certain health
		•		
. The purpose of advertising is to				
influence the consumer.				
. Airne of advertising	What is advertising?	, .		Divide students into groups and
	Containing and and of will			let each group make 'up a name and claims for a specific pro-
profits	mily do we have duver			duct, such as toothpaste, cos-
	How does advertising influence one s buying?	ifluence one a buying?		metics, diet control foods.
. To inform				As each group presents its pro-
. 1. rainforce the consumer's				queet, iet the class evanue and question the claims made by the manufacturer,
Similar raise introduction	-			
. Some popular products that are advertised		What are some products that are advertised in reas we have discussed?	have discussed?	ave students make a display of ads used to promote the dif-
Food		•		ferent products. See if these ads comply with the aims of
•				advertising.
. Druga				
. Cosmetics				
. Clothing				
. Automobiles				

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HEALTH
CONSUMER
BASIC AREA:

		MOTIVATING OUFST'ONS		
CONTENT	Physical		Socio - Cultural	LEARNING EXPERIENCES
. Advertising media	What are some of the mee	What are some of the media used for advertising?		Have students survey television
	W			commercials for one evening
· Luntandina	what sources are most a	ppearing to attract age groups:		concerning lood and drug con- sumption. What claims are
. Broadcasting				stated and what ideas are in-
. Direct mail				scientific inquiry as opposed
. Door to door				to assumption.
Outdoor signs				
. Effect an advertising give-	What types of advertising devices are used?	;,devices are used?		Have students cut slogans out of magazines and newspapers.
. Words the people use				them in class. Have them make
. People to whom they appeal				up slogans of their own. Keep track of the types of people pictured in advertising.
. Public and private agencies provide purchasing guidelines.				
. Food and Drug Administration	What specific areas do th	What specific areas do the food, drug and cosmetic laws cover?	5	Have a student write the FDA
	What is the Pure Food and Drug Act?	iệ Drug Act?		for information on recent court actions and other activities which protect the consumer's health
. Promotes fair dealing among manufacturers and dealers		How do the United States Pharmacopuia, Homeopathic Pharmacopeia and the National Formulary of the American Pharmaceutical Association govern label- ing?	copeia and the on govern label-	Have students bring various products or their wrappers to class. Appraise these using criteria for selecting health products.

NSUMER HEALTH
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and standards What information must food, drugs, and cosmetic labels contain? standards set Who formulates standards? omnission What fed.ral agencies control advertising? Name other leaislation enforced by the Federal Trade Commission. Otts What are the functions of the FTC and the FCC in controlling advertising? griculture What does the stamp of the U.S. Department of Agriculture on meats indicate? roducts	CONTENT	A legional	MOTIVATING QUESTIONS Montal Empirical	Socio - Cultural	LEARNING EXPERIENCES
Provides lave and standards to cover food, drugs, consented the standards and how have they evolved? To cover food, drugs, consense and hazard. What are standards and how have they evolved? Who formulates standards set Who formulates standards? U.S. P. H. P. N. F. Prevents price-fixing Prevents by: Prevent by: What are the functions of the FTC and the FCC in conjrolling advertising? What are the functions of the W.S. Department of Agriculture on meats indicate? Requires sanitary conditions What are the different levels of grading meat? Carades food products					
metics, devices, and hazard ous substances Enforces drug standards set Who formulates standards? U.S.P. N.F. N.F. What fedvral agencies control advertising? Prevents price-fixing Prevents boycotts ederal Commission What are the functions of the FTC and the FCC in controlling advertising? Spartment of Agriculture What does the stamp of the U.S. Department of Agriculture on meats indicate? Grades food products Crades food products	Provides laws and standards		od, drugs, and cosmetic labels	contain?	Have students cecure copies of
metice, devices, and hazard - What are standards and how have they evolved? Enfoices drug standards set by various agencies U.S.P. N.F. Name other legislation enforced by the Federal Trade Commission. Prevents price-fixing Prevents boycotts ederal Communications What are the functions of the FTC and the FCC in controlling advertising? What are the stamp of the U.S. Department of Agriculture on meats indicate? Grades food products Grades food products	to cover food, drugs, cos-	_	•		the Food, Drug and Cosmetics
Enforces drug standards set by various agencies U.S.P. H.P. N.F. Prevents price-fixing Prevents by: Commission What fed, ral agencies control advertising? Prevents by: Prevents by: Commission What are the functions of the FTC and the FCC in controlling advertising? Sammission What are the stamp of the U.S. Department of Agriculture on meats indicate? Grades food products What are the different levels of grading meat? Grades food products	metics, devices, and hazard-	What are standards and hy	ow have they evolved?		Act from the Government
by various agencies by various agencies c. U.S.P. c. H.P. c. N.F. prevents price-fixing Prevents price-fixing Prevents by control advertising? Prevents by cotts Mante other lubislation enforced by the Federal Trade Commission. Prevents by cotts Mante other lubislation of the FTC and the FCC in confrolling advertising? What are the functions of the U.S. Department of Agriculture on meats indicate? Grades food products What are the different levels of grading meat?	ous substances		•		Printing Office, and copies of
Enforces drug standards set Who formulates standards? U.S.P. N.F. What federal agencies control advertising? Prevents beycotts ederal Commission What are the functions of the FTC and the FCC in controlling advertising? What are the stamp of the U.S. Department of Agriculture on meats indicate? Grades food products Before saniary conditions What are the different levels of grading meat?			•		the food and drug legislation in
by various agencies U.S.P. H.P. NA. F. Prevents price-fixing Prevents by: What fed ral agencies control advertising? Prevents by: What are the functions of the FTC and the FCC in controlling advertising? Omnission What are the stamp of the U.S. Department of Agriculture on meats indicate? Grades food products What are the different levels of grading meat?					their state, How do they com-
by various agencies U. S. P. H. P. N. F. Geral Trade Commission What fedvral agencies control advertising? Prevents price-fixing Prevents boycotts ederal Communications What are the functions of the FTC and the FCC in controlling advertising? What are the stamp of the U. S. Department of Agriculture on meats indicate? Requires sanitary conditions What are the different levels of grading meat? Grades food products					pare?
What fedoral agencies control advertising? Name other legislation enforced by the Federal Trade Commission. What are the functions of the FTC and the FCC in controlling advertising? What does the stamp of the U.S. Department of Agriculture on meats indicate? One What are the different levels of grading meat?					Have students contact Ameri-
What fedural agencies control advertising? Name other legislation enforced by the Federal Trade Commission. What are the functions of the FTC and the FCC in controlling advertising? What does the stamp of the U.S. Department of Agriculture on meats indicate? One What are the different levels of grading meat?	by various agencies	_			can Pharmaceutical Associa-
What fedural agencies control advertising? Name other legislation enforced by the Federal Trade Commission. What are the functions of the FTC and the FCC in controlling advertising? What does the stamp of the U.S. Department of Agriculture on meats indicate? one What are the different levels of grading meat?					tion for interface on other
What fedural agencies control advertising? Name other legislation enforced by the Federal Trade Commission. What are the functions of the FTC and the FCC in controlling advertising? What does the stamp of the U.S. Department of Agriculture on meats indicate? ons What are the different levels of grading meat?					* an representation of the control o
What fed val agencies control advertising? Name other lesislation enforced by the Federal Trade Commission. What are the functions of the FTC and the FCC in controlling advertising? What does the stamp of the U.S. Department of Agriculture on meats indicate? ons What are the different levels of grading meat?	. K.P.				Have students study actual
What fed.vral agencies control advertising? Name other legislation enforced by the Federal Trade Commission. What are the functions of the FTC and the FCC in controlling advertising? What does the stamp of the U.S. Department of Agriculture on meats indicate? Ons What are the different levels of grading meat?			•		cases handled by the FDA to
What fedural agencies control advertising? Name other legislation enforced by the Federal Trade Commission. What are the functions of the FTC and the FCC in controlling advertising? What does the stamp of the U.S. Department of Agriculture on meats indicate? ons What are the different levels of grading meat?	, N. F.				learn the work of this govern- ment agency.
What are the functions of the FTC and the FCC in controlling advertising? What are the functions of the FTC and the FCC in controlling advertising? What does the stamp of the U.S. Department of Agriculture on meats indicate? one What are the different levels of grading meat?		-			
Name other legislation enjorced by the Federal Trade Commission. What are the functions of the FTC and the FCC in controlling advertising? What does the stamp of the U.S. Department of Agriculture on meats indicate? tions What are the different levels of grading meat?	Federal Trade Commission	What ledoral agencies con	itrol advertising:		
What are the functions of the FTC and the FCC in controlling advertising? What does the stamp of the U.S. Department of Agriculture on meats indicate? tions What are the different levels of grading meat?	. Prevents price-fixing	Name other legislation en	forced by the Federal Trade Co	ommission.	
What are the functions of the FTC and the FCC in controlling advertising? What does the stamp of the U.S. Department of Agriculture on meats indicate? Uhat are the different levels of grading meat?	. Prevents boycotts				
What does the stamp of the U.S. Department of Agriculture on meats indicate? tions What are the different levels of grading meat?	Federal Communications Commission	What are the functions of	the FTC and the FCC in contro	iling advertising?	Have students report on current rulings by the FTC and the FCC
What does the stamp of the U.S. Department of Agriculture on meats indicate?			•		in the regulation of advertising.
omditions What are the different levels of grading meat?	Department of Agriculture	What does the stamp of th	ie U.S. Department of Agriculta	ure on meats indicate?	
	. Requires sanitary conditions		els of grading meat?		Have class visit grocery store
	erades food sandart				and check meat items for grad-
			• 1		100

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ļ	CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Socio-Cultural
	. Post Office Department	What federal department	What federal department protects the consumer against mail fraud?	nail fraud?
	. Investigates mail fraud	Who are postal inspectors?		
	. Inspects mail			
	. State and local health depart- ments	What responsibilities do state and control of products and services?	What responsibilities do state and local health dopartments have toward the control of products and services?	its have toward the
31	. Medical areociations	What committees within the functions?	What committees within the American Medical Association carry out protective functions?	on carry out protective
.1-	. Protect the consumer . Protect professions	What can a doctor of med	What can a doctor of medicine do that paramedical workers cannot do?	rs cannot do?
13	. Dental associations	What is a seal of acceptance on dental products?	ice on dental products?	
		Why is it necessary to have a seal of acceptance or dental products? Is standardizing dental products necessary? Why?	Why is it necessary to have a seal of acceptance on dental products? Is standardizing dental products necessary? Why?	
		What can a person with a doctor of de a dental laboratory degree cannot do?	What can a person with a doctor of dental surgery degree do that someone with a dental laboratory degree cannot do?	do that someone with
	. American Horne Economics Association	What role does the Americ tional program in schools?	What role does the American Home Economics Association play in the educa-tional program in schools?	on play in the educa-

Have several students visit the to the postal inspector regardthe AMA and ask for consumer health information. ing the consumer's protection against mail fraud. Report Have representatives from local health departments vis't nearest Post Office and speak the class and discuss re pon-Have a student in class write findings to class. sibilities. out protective

LEARNING EXPERIENCES

products in their homes. Do the products have a seal of

Have students check dental

Ask a home economics teacher to discuss the American Home Economics Association.

What is the American Home Economics Association monthly publication?

. National Better Business Bureaus

How dres the National Better Business Bureau protect the consumer?

to the class and tell how the bureau may assist the consumer in matters of health protection. Have a representative from the Better Business Bureau talk

BANC AREA: CONSUMER HEALTH

TEVEL B				
CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEAKNING EXPERIENCES
. Fight frauds, promote accurate advertising	How does the National Bet business ethics?	How does the National Better Business Bureau deal with individuals violating business ethics?	ındividuale Violating	
. Reduce unfair competition				
. Educate the public	How is the National Better tices in your community?	How is the National Better Business Bureau working to improve business practices in your community?	improve business prac-	
. National Consumer-Retailer Council	What is the basic purpose	What is the basic purpose of the National Consumer-Retailer Council?	tailer Council?	
. Establishes code of ethics	With what other organizati	With what other organizations does this council work closely?	osely?	
. Reduces abuses of consumers and retailers				
. Consumer organizations	What is the basic purpose	What is the basic purpose of Consumers Union, Inc. ?		Have students make a list of
. Letablish rating and testing of all types of commodities	Where can you find monthly publication Council on Consumer Information, etc.	Where can you find monthly publications issued by Consumers! Research, Inc., Countil on Consumer Information, etc.	umers' Research, Inc.,	organizations and obtain samples of the consumer publications.
. May exert economic and political force				
. Commercial companies	What types of products are tested and rated by	tested and rated by		Have students investigate the
. "Guaranteed" seal	Do they have laboratories for their testion services	. Conjugation and the triangle		meaning and requirement of the Seal of Approval of Good
. "Studied and commended" seal	Where do companies get their authority?	eir authority?		nousescepting, the pear of Commendation of Parents' Magazine, and other certifica-
	How valid are their endorsements?	ements?		tion labels on products. Discuss.
	What type of approval do s Who approved their label?	What type of approval do some advertise on their label, for example, toothpaste? Who approved their label?	for example, toothpaste?	

EALTH
CONSUMER I
BASIC AREA:

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CONTENT				
	Physical	MOTIVATING OUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Health misconceptions are often elimmated when health informa-	What diseases are prone to quackery?	to quackery?		Have student groups present different diseases in which
tion is scientifically evaluated.	Why might there be a con	Why might there be a connection between self-medication and quarkory?	n and quankory?	quackery is dominant. (Re-
	What personality types ar	What personality types are susceptible to quackery?		discuss or debate).
		•		Have students collect claims
				for cures of such diseases as
		•		cancer, arthritis, diet, then
		•		the scientific facts regarding
		٠		the actual cures. The findings
		•		should be reviewed and analyzed
		•	4	by the class,
. Misconceptions about various	Are you awang of the vari	Are you aware of the various health misconceptions?		Visit a local health or history
products and services.				museum and discuss facts and
	How can Lealth misconcep	How can health misconceptions affect one's family?		foundations of misconceptions
	What hannens to mackens	What havens to sunckery when a cure is found for cartain discussed	in disconnection	in medicine.
	Crowsenh or smodden and		100000000000000000000000000000000000000	Have spirion dehate terms de
				bate certain misconceptions.
. Sources of this rman in	why do you seek remand	iriormation!		problem solving: have teacher
. Beliable	How and where does one	How and where does one obtain reliable information?		attempt to solve them in a lovi:
Example: Consumer Kenorts		•		cal manner, Problems should
The same of the sa	Does it cost money to get reliable information?	reliable information?		be similar to what student may
				face while he is a consumer.
- Unfellable	what are some possible c	what are some possible connections between unreliable health information and	nealth intormation and	14
containing testimonials	conditions teading to timess:			the most reliable sources of
	How can one detect unreliable information?	able information?		information through reading and
	Should one believe everyth	Should one believe everything he sees or hears? Discusr?	دن	inquiry.
	What is the fallacy of Seli	What is the fallacy of Selieving all one sees in print or hears over radio and	ears over radio and	
	terevision about health information;	ormation;		

BANC AREA: CONSUMER HEALTH

LEVEL				
		MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
		٠		Have a group of students con-
				fuct a small survey on the
				cost of obtaining information
				(remante).
				Have students research the type
				of misunformation which neonle
				atill believe
•				
		•		Role playing: The story of a
				person who became ill because
		٠		he continued to believe in un-
		•		reliable sources of information.
		•		(Malnutrition, poison, allergy,
				etc.)
. Quackery is fradulently professing		•		Have each student develop a
medical knowledge or experience		•		slogan for the week concerning
in an attempt to cheat the public.		•		quackery information. Put on
		•		bulletin board or in hall where
. Definition of quackery				all students can observe.
Types of one chery	How do the different force	How do the different twise of markety affect man?		Have teacher show a film which
(tavant a salit		· · · · · · · · · · · · · · · · · · ·		displace conclusions at it is to
. Uninformed				day. (See films in bibliography.)
O de				Have attended a transfer
				posignments on tonics like "What
Borderline				is Propaganda?" "What is
	_	•		Ousckery? " Reaction should be
. Quackery supporters	Why are here quackery supporters?	inpporters?		read to class for discussion.
Taken be a company of				
	riow could quackery nurt money management	money management		about hazards of quackery or
. Persons suffering from in-	What is the relationship	What is the relationship between quackery and health?		make-believe interviews with
curable illness	- Je			people who present facts about
	now mind the use of quackery teau to usense:	Chery tead to discusse:		quackery.

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CONSUMER
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LEVELB				
CONTENT	Physical	MOTIVATING OUESTIONS Mental-Environal	Socio - Cultural	LEARNING EXPERIENCES
. Hypochondriacs				Assign two topics and have stu-
. Self-medicants				quackery in front of class. Ruver evaluates and discusses
. Pressure groups				its faults and why he will or won't buy.
. Traits of quacks				
. Promised cures				
. Cure-alls				
. Sympathy				
. Special low prices				
. Unevaluated cures				
. Secret formulas				
. Rejection by medical world				
. Forms of quackery	What are some forms	What are some forms of quackery? How can thav affect you?	ct you?	
. Nostrums				
. Self-medication	How would one define d	How would one define quackery and self-medication?		Invite a physician and/or school
	When is self-medicatio quackery?	When is self-medication a form of quackery and when is it not a form of quackery?	is it not a form of	dangers of self-medication.
. Testimonials and claims				Have a committee report on disease progress or ill effects
. False health advertising	-			that are possible when quack treatment is used.
sper .				
. Culta		•		

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BASIC AREA: CONSUMER HEALTH

BYEVEL B

CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Superstitions				Have students report on the
, 1				history of quackery and new
. Kackets	•			the place of old ones.
. Magic		٠		Have a student group compile
				a list of characteristics of
				school newspaper,
Influences aiding quackery consumption				
. False advertising	How does advertising influence our buying?	sence our buying?		Take students to visit local
				television station and observe
	To what part of man does advertusing appeal?	advertising appeal?		cials, Have them write an
	<u> </u>	•		advertisement using some of
				the common techniques and
				present it to the class.
Diet fade	What is the relationship b	What is the relationship between diet and advertising?		Have stidents examine labels
				of various breakfast cereals
	How can diet fade relate to quackery?	o quackery?		or enriched foods for their
				process of good food production, price, content, and markup.
Commetic fade	How can cosmetic fads an	How can cosmetic fads and advertisements relate to quackery?	cery?	Have students write why they
				bought the cosmetics they are
				using. Did advertising play
				a part in their selection?
Careful examination of profes-	What kinds of people work in the health field?	in the health (seld?		Have teacher divide class into
sional, allied, and ancillary health				research groups to report on
careers will help the consumer				each of the teams listed in con-
become familiar with services				tent area. Special emphasis
and career opportunities in the				in each report should be placed

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CONSUMER HEALTH
BASIC AREA:

EVEL B

. Health care teams

Diagnostic—Doctors of medical technologists, laboration of page action of gists, laboratory technicians radio-logic technologists, laboratory technicians laboratory technicians laboratory technicians radio-logic technologists, laboratory technicians laboratory la	on the relative importance of each team. Much interchange
ctors of matriaty, ogists, lab- ists, blolo- ists, super- ict,	on the relative important each team. Much inter-
doo- doo- lo- lo- re- re- cre- re- cre- cre- cre- cre- c	each team. Much later
dio- lo- lo- lo- lo- lo- lo- lo- lo- lo- l	
ddio- lo- lo- lo- lo- ra- ra- lcino	Will result because some spe-
4	CUIC CARGET AFGAS WOLK ON
T	several teams,
	Compare the educational re-
7	quirements for various health
. 9	eople either czreera. Discusa (ferences.
	-
7	aniount of
7	-
7	
7	ealth care field? Have students discuss the im-
WuraingNurses (registered and licenced vocational), nurse aides and assistant, orderlies, surgical tech- nical aides ManagementAdministra- tors, accountants, super- visors, doctors of medical and dentistry, medical records librarians AncillarySecretaries, assistants, receptionists, food service, housekeeping, food service, housekeeping, assistante, receptionists,	
NursingNurses (registered and licensed vocational), nurse aides and assistant*, orderlies, surgical tech- nical aides ManagementAdministra- tors, accountants, super- visors, doctors of medicine and dentistry, medical records librarians AncillarySecretaxies, lood service, housekeeping, maintenance, clerical per- sonnel	portance of each team and its
NursingNurses (registered and licensed vocational), ordere aides and assistunt*, ordered vocational), orderlies, surgical technical aides ManagementAdministra- tors, accountants, super- visors, doctors of medicino and dentistry, medical records librarians AncillarySecretaries, assistants, receptionists, food service, housekeeping, maintenance, clerical per- sonnel	relative place in the total
and licenced vocationally, nurse aides and assistunt, orderliee, surgical tech- nical aides ManagementAdministra- tors, accountants, super- visors, doctors of medicino and dentistry, medical records librarians AncillarySecretaries, assistants, receptionists, food service, housekeeping, maintenance, clerical per- sonnel	health care field.
nurse aides and assistant, orderlies, surgical tech- nical aides ManagementAdministra- tors, accountants, super- visors, doctors of medicino and dentistry, medical records librarians AncillarySecretaries, assistants, receptionists, food service, housekeeping, maintenance, clerical per- sonnel	
orderlies, surgical technical aides nical aides ManagementAdministra- tors, accountants, super- visors, doctors of medicino and dentistry, medical records librarians AncillarySecretaries, assistants, receptionists, food service, housekeeping, maintenance, clerical per- sonnel	Have individual students write
orderites, surgical tecn- nical aides ManagementAdministra- tors, accountants, super- visors, doctors of medicing and dentistry, medical records librarians AncillarySecretaxies, assistants, receptionists, food service, housekeeping, maintenance, clerical per- sonnel	# # # # # # # # # # # # # # # # # # #
ManagementAdministra- tors, accountants, super- visors, doctors of medicino and dentistry, medical records librarians AncillarySecretaries, assistants, recoptionists, food service, housekeeping, mainfeatunce, clerical per- sonnel	reports on the various
ManagementAdministra- tors, accountants, super- visors, doctors of medicino and destistry, medical records librarians AncillarySecretaries, assistants, receptionists, food service, housekeeping, maintenance, clerical per- sonnel	and combine into a class note-
ManagementAdministra- tors, accountants, super- visors, doctors of medicing and dentistry, medical records librarians AncillarySecretaries, assistants, receptionists, food service, housekeeping, maintenance, clerical per- sonnel	book. A student's interest
tors, accountants, super- visors, doctors of medicino and dentistry, medical records librarians AncillarySecretaries, assistants, recoptionists, food service, housekeeping, mainfeature, clerical per- sonnel	should determine field of re-
visors, doctors of medicing and dentietry, medical records librarians AncillarySecretaries, assistants, receptionists, food service, housekeeping, maintenance, clerical personnel	rearch. e.g. nurse specialties
and dentistry, medical records librarians AncillarySecretaries, assistants, recoptionists, food service, housekeeping, maintenance, clerical per- sonnel	Auch as anosthetics, operating
and dentietry, medical records librarians AncillarySecretaries, assistants, recoptionists, food service, housekeeping, mainfeatance, clerical per- sonnel	
Appliary Secretaries, assistants, receptionists, food service, housekeeping, maintenance, clerical per-	room, pediatrics, supervictor,
Ancillary Secretaries, assistants, receptionists, food service, housekeeping, maintenance, clerical per- sonnel	public health nursing; doctors
AncillarySecretaries, assistints, receptionists, flood service, housekeeping, maintenance, clerical per- sonnel	of medicine, such as podi-
assistants, recoptionists, food service, housekeeping, maintenance, clerical per- sonnel	atrists, general practicioners,
food service, housekeeping, maintenance, clerical personnel	neurosurgeons, and obstetri-
maintenance, clerical per-	tions.
some	
Educations - Tanchara mini-	
Annual Company of the	
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BANC AREA: CONSUMER HEALTH

Bring in resource people to LEARNING EXPERIENCES Socio - Cultural MOTIVATING QUESTIONS Mental-Emotional Physical Research .- Biologists, engineers, physicists, chemists, systems analysts CONTENT LEVEL B

and city medical society officers. ministrator), state associations m'ght be school nurses, county (dental hygienist, hospital adtalk about various health caficials, local physicians and dentists and allied personnel State Health Department ofreers. Possible speakers

Consultants from the health care industry

records, etc., are listed in the bibliography. An excellent system to determine if there is film is "Horizons Unlimited." Have students check in school Career Club, Health Occupaa Future Nurse Club, Health

tions Cooperative Training

NOTE: Instructional media such

as resource books, brochurer,

pamphlets, films, filmstrips.

Austin), and school counselors.

Terras Health Careers Program,

Texas Medical Association; Texas Hospital Association,

(Texas Nurses Association;

Unit, or other such organization to provide information. hospital, clinic, or health unit Arrange a field trip to a local to see people at work,

Assign students to research and report on hospital-related

K Provided		
by ERIC		O
	BANC AREA: CONSUMER HEALTH	
	LEVELB	
	CONTENT	MOIIVAILNG QUESTIONS
		•
		•
	. Health insurance is designed to	What are the pros and cons of compulsory and voluntary
	aid iamilies during nealth giner- gencies.	What is "state medicine"?
	. Controversial insues	What is socialized medicine?
	. Compulsory health insurance	What is the difference between Medicare and Medicaid?
	. Voluntary health insurance	
1-21	. Types of health insurance	What are the advantages of group health insurance?
	Grorp .	
	. Workman's Compensation	What type of insurance protects the family against loas o
9	. Individual	What type of insurance covers charges on room, drugs,
Q		What type of dental care is covered by insurance?
		Policies payable for surgical operations are stated under

Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
What are the pros and cons on What is "state medicine"?	What are the pros and come of compulsory and voluntary medical care inscrance? What is "state medicine"?	medical care insurance?	careers (receptionist, medical record librarian, physician, nurse, medical technologist, radiologic technologist, etc.). Have a student committee plan a debate on the advantages and disadvantages of compulsory
What is the difference bet	What is the difference between Medicare and Medicaid?		
What are the advantages of group health insurance?	What are the advantages of group health insurance? What type of insurance protects the family against loas of earning capacity?	of earning capacity?	If students live in an industrial community, have them find out what kind of health msurance ir available for industrial workers,
What type of insurance covers charges on room, of What type of dental care is covered by insurance? Policies payable for surgical operations are state. Under what type of insurance are physicians' homicovered? What type of insurance is commonly called "cata."	What type of insurance covers charges on room, drugs, anesthetics? What type of dental care is covered by insurance? Policies payable for surgical operations are stated under what type of insurance? Under what type of insurance are physicians' home calls or office visits covered? What type of insurance is commonly called "cata.trophic" protection?	anesthetics? r what type of insurance? or office visits '' protection?	Have students individually examine the extent of major or minor illnesses in their families during the last five years. Has anyone had to go to the hospital? Have there been any opr vitions? Has there been any prolonged Has there been any prolonged have physicians made? How many office visits made? How many office visits made? How many office visits and discuss advantages of keport findings and discuss advantages of health insurance in various situations.

BASIC AREA: CONSUMER HEALTH

Open what crateria should insurance selection De based? Open what crateria should insurance selection be based? Open what crateria should insurance selection selection of selection sel	CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Upon what crateria should insurance selection be based?	. Criteria for insurance selection	Define indemnity, eligit	sility, and limitation of coverage.		Ask an insurance broker to
		Upon what crateria shou	ild insurance selection be based?		explain way rates quiter ac- cording to coverage and age on health insurance.
					Have sindents see how many
					covered by health instrance.
					to class and discuss the vari- ous forms of insurance.
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BAMC AREA: CONSUMER HEALTH
CONCEPT: The consumer's selection of health products and services is influenced by forces acting upon him.

The complexities of society alter the role of the young adult as a consumer. LEVEL.

SURCONCEPTS

CONTENT	Physical	MOTIVATING OUESTIONS MentalEmotional	Socio - Cultural	LEARNING EXPENENCES
		•		
Economic and political matters				
influence health products and ser-				
vices.		•		
	How has technology	How has technology affected health products?		Have a student explain what is
products available to consum-	Why are tax rates di	Why are tax rates different for various communities?		economic vote gives the health
. International affairs	Why have taxes increased?			consumer power.

pressions, inflation, taxes, and competition influence the availability of health products. affairs, national politics, de-Have students research and report on how international

skits on the motivating questions. Have student debates or student

In what way can birth control measures be affected by either pulitics or

economics?

How has technology affected health services? Flow are health services affected by changing political philosophies?

How do taxes affect health services?

Economic influence on health

Competition

. Political influence on health products and services How have different world conflicts affected health products?

Inflation Taxes

National politics Depressions

	CONSUMER HEALTH
ERIC.	BASIC AREA:

CONTENT	Physical	MOTIVATING QUESTIONS Menul-Emotional	S Socio-Cultural	LEARNING EXPERIENCES
The rapid accounce in medical science and technology stimulates the need for qualified persons in health-related fields.				
. Changes in health careers	What needs in our society, hof the knowledge explosion?	What needs in our society, have brought changes in health careers as a result of the knowledge explosion?	ilth careers as a result	Have students study and report on the health needs and health resources for health careers in local community that are a result of the knowledge explosion.
				Have the students project future levels of health care and compare to present levels. Discuss demands for meeting health care needs of the future.
. Changes in resources for pursuing health careers	What resources do you	What resources do you have in your vicinity for pursying a health career?	ing a health career?	Have groups visit school, college, or university in your area to learn what it has to offer as preparation for health careers.
				Have students conduct surveys in the community to learn of opportunities for volunteer or summer jobr in the health care field.
. Medical advances in protecting, treating, and preserving the human body		What are some of the rapid advances in technology? , What are the cultural, legal, and moral implications for organ transplants? What are some new drugs that have been used in medicine?	or organ transplants? cine?	Have reports on different transplants. Have pharmacist discuss new drugs with class.
	What are some new dri	ugs that have been used in medi	cine? .	drugs with class

HEALTH	
CONSUMER	
BASIC AREA:	

LEVELC				
CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Socio - Culmral	LEARNING EXPERIENCES
	What types of research ag preparation?	What types of research are drug companies conduing in the field of drug preparation?	in the field of drug	Have students tour a hospital and observe the various types
	What are some advances ping the human body? Wha	What are some advances provided by medical technology in relation to preserving the human body? What advances have been made in preventive dentistry?	yy in relation to preserv- 1 preventive dentístry?	of equipment and apparatus used. Report on the tour.
Advertising is designed to in- fluence the preconscious and sub- conscious mind of the consumer.	How did advertising have its beginning?	its beginning?		Have students find old advertisements and compare with the advertising of today.
. The psychological factors in- volved in conditioning	What is meant by preconsi	What is meant by preconscious conditioning? Subconscious conditioning?	cious conditioning?	Have class research and report on the ways advertising is used to promote a product.
				Have students read Hidden Persuaders by Vance Packard and discuss :trong and weak points.
				Let a student write a slogan about a health product then design a trademark to identify the product.
. Guidelines for advertising	What are the controls on advertising?	idvertising?	-	Have students write the vari-
, American Association of Advertising Agencies				ous agencies and report to class if they have a policy regarding their advertising.
. National Association of Broadcasters				

SUGGESTED BIBLIOGRAPHY

- * Teacher source
- ** Student source

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A	** Health for All, Book 8. Scott, Foresman and Company.
A	** Byrd, Oliver E., Elizabeth A. Neilson, and Virginia D. Moore. Health 7. Laidlaw Brothers Publishers.
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A	** Fitzsimmons, Cleo. Consumer Buying for Better Living. John Wiley and Sons, Inc.
A	Irwin, Leslie W., et al. Foundations for Fitness. Lyons and Carnaban, Inc.
A	** Patterns for Living. Lyons and Carnahan,
A	** Oppenheim, Irene. The Family as Consumers. The Mac-millan Company.
A	** Smith, Ralph L. The Health Hucksters. Crowell.
A	** The Medicine Show: Some Plain Truths About Popular Remedies for Common Ailments. By the editors of Consumer Reports. Simon and Schuster.
A	** Wilson, Charles C., and Elizabeth Avery Wilson. Health for Fitness and Safety. Bobbs-Merrill.
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A-B	** Diehl, Harold S., Anota D. Laton, and Franklin C. Vaughn. Health and Safety for You. McGraw-Hill.

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 Steck-Vaughn.
- A-B ** Jones, Evelyn, Betty Lee Wright, and Reuben D. Behlmer.
 Living in Safety and Health. Lippincott.
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American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois (Hospital, health careers).

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Texas Dental Association, 3707 Gaston Avenue, Dallas, Texas 75246.

Texas Health Careers Program, P. O. Box 4553, Austin, Texas 78751.

Texas Medical Association, 1801 North Lamar Boulevard, Austin, Texas 78751



Texas Nurses Association, 434 South Main Avenue, Suite 205, San Antonio, Texas 78204.

Texas State Department of Health, 1100 West 49 Street, Austin, Texas 78756.

Local school counselors, nurses, local dental society, local medical society, libraries, hospitals, clinics, pharmacists, industries.



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BASIC AREA: PREVENTION OF COMMUNICABLE DISEASES

Concept: Man's health is subject to alterations by the presence and effect of harmful agents, transmitted by living and non-living things within his environment.

LEVEL A

Subconcept: Understanding the nature of communicable diseases is fundamental to their control.

- Several factors must be known about the sources of communicable diseases.
 - . Causative agents
 - . Reservoirs of infection
 - . Escape from the reservoir
- . The organisms carrying disease come in contact with man in different ways.
 - . Modes of transmission
 - . Portals of entry
 - . Susceptibility to disease

LEVEL B

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Subconcept: Some communicable diseases have been controlled and others remain major health problems to man.

- . Although great medical advances have been made in the control of some communicable diseases, others remain major problems.
 - . Protection for certain diseases
 - . Diseases that have resisted control
- The individual has a major responsibility in the control of communicable disease.
 - . Increasing one's own resistance
 - . Supporting existing programs

LEVEL C

Subconcept: Wide scale efforts are necessary for the prevention and control of communicable diseases.

- . The solution of the communicable disease problem requires cooperation of efforts within and between voluntary and official agencies at all levels.
 - . Official agencies
 - . Voluntary agencies
- . The importance of communicable diseases in the future depends on the success of medical research and the willingness of man to accept the findings of this research.
 - . Research
 - . Education



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Man's health is subject to alterations by the presence and effect of harmful agents, transmitted by living and nonliving the as within his environment. BAST AREA: PREVENTION OF COMMUNICABLE DISEASES CONCEPT: Man's health is subject to alterations by the ore

LEVEL

SUBCONCEPT: Universanding the nature of communicable diseases is fundamental to their control. MOTIVATING OVESTIONS
Mental-Emotional What is a communicable What is disease? Physical disease? about the sources of communica-Several factors must be known CONTENT ble diseases

LEARNING EXPERIENCES

Socio - Cultural

How does it differ from

By means of a drawing or trans-parency, explain the following:

of infection Causative Reservoir transmis-Modes of Means of escape agent ż ai ö å Communicable

Portals of entry sion ы ļ.,

Disease Chain

when all six links are completed. Discuss with class how diseases Susceptinew host bility of become communicable only

Breaking the chain at any link

the Texas morbidity report for State Health Department. Let them study the report and dis-Assign a committee to secure the previous year from the could stop the spread.

cording to the time of the year, dence of various diseases ac-

cuss with the class the inci-

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Why are some communi-. common at certain times.

a noncommunicable

disease?

cable diseases more

of the year?

DANCAREA: PREVENTION OF COMMUNICABLE DISEASES

CONTENT Physical		Mestal-Emotional	Socio-Cultural	Have them suggest possible reasons for this. Have them suggest possible reasons for this. Have a student write the National Communicable Disease Center in Atlanta (Georgia (c/o State Department of Health), for national figures on the incidence of communicable diseases differences with the Texas figures and suggest some possible reasons.
				Have them suggest possible reasons for this. Have a student write the National Communicable Disease Center in Atlanta, Georgia (c) State Department of Health), for national figures on the incidence of communicable diseaser for the past year. Compare differences with the Texas figures and suggest some possible reasons.
			·	reasons for this. Have a student write the National Communicable Disease Genter in Atlanta, Georgia (c/o State Department of Health), for national figures on the incidence of communicable diseases for the past year. Compare differences with the Texas figures and suggest some possible reasons.
				Have a student write the National Communicable Disease Center in Atlanta, Georgia (c/o Genter in Atlanta, Georgia (c/o for national figures on the incidence of communicable diseases for the past year. Compare differences with the Texas figures and suggest some possible reasons.
				al Communicable Disease Center in Atlanta, Georgia (c/o State Department of Health), for national figures on the inci- dence of communicable diseases for the past year. Compare differences with the Texas figures and suggest some pos- sible reasons.
				Genter in Atlanta, Georgia (c/o State Department of Health), for national figures on the incidence of communicable diseases for the past year. Compare differences with the Texas figures and suggest some possible reasons.
				State Department of Health), for national figures on the incidence of communicable diseases for the past year. Compare differences with the Texas figures and suggest some possible reasons.
				for national figures on the incidence of cormunicable diseases for the past year. Compare differences with the Texas figures and suggest some possible reasons.
				dence of communicable diseases for the past year. Compare differences with the Texas figures and suggest some possible reasons.
				for the past year. Compare differences with the Texas figures and suggest some possible reasons.
				differences with the Texas figures and suggest some pos- sible reasons.
				figures and suggest some pos-sible reasons.
				sible reasons,
. Causative agents		•		
. Bacteria What is the difference	difference			Appoint committees to report
	ture of			on various types of micro-
. Viruses		•		organisms and diseases caused
_		•		by each.
oroduce visible body	ible body	•		Show a film on causative agents
. Fungi, molds				and discuss with the class.
What is a navasite?	. A Cadiment	•		United the state of the state o
	tors What	•		nave crass members prepare
		•		a report and present to the
_	rasite-	•		class the stories of persons
environment relation-	t relation-			who contributed to the knowledge
7 dinip	•	•		of the causes of disease.
How does the action of	e action of	•		Assign as a project the prepara-
micropraniana in	iama in	•		tion of a flin chart showing in
communicable diseases	ole diseases	•		color the different types of
differ from the action	the action .	•		causative agents.
of other mic	of other microorganisms?	•		
	•	•		

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BANC AREA: PREVENTION OF COMMUNICABLE DISEASES

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CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	2.N.S Socio-Cultural	LEARNING EXPERIENCES
	What are some diseases caused by each of these agents?		. Is socio-economic status . related to the incidence . of disease-causing agents?	Have students research and report on the relative incidence of disease-producing organisms in low-, middle-, and high-income areas. This should be based on medical and scientific studies.
. Reservoirs of infection	What diseases does man get from animals?		Might there be a relation- sizy between lower socio- economic living conditions and animal-caused dis- eases?	Have the class research and report on the animals that can carry rabies.
	What is a reservoir and how does an animal serve as one?			Ask a physician or representative of the local health unit to speak with the class on rabies and pets.
Fumbras	What diseases are common only to man? Why? To what diseases, if any, does man have immuity? Why or why not?		Does socio-economic status have an effect on man as a reservoir of disease-producing orga- nisms?	Divide the class 'nto buzz groups and let each group discuss and report to the class their findings on diseases peculiar to man and why they are peculiar to man.
	What is a carrier?			Assign for research the nature of the reservoir in such diseases as tuberculosis and poliomyelitis and discuss in regard to control of diseases.
•				Let one member of the class do research on typhoid fever and place specific emphasis

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DISEASES	
COMMUNICABLE	
PREVENTION OF	
BASIC AREA:	

CONTENT	Physical	MULLY ALLING COLLEGILLONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
				on the carrier in this disease. Have him report then to the class and discuss the nature of carriers as they might apply to other diseases.
Means of escape	• •		• •	
. Respiratory organs	How do common functions, such as breathing, sneez; ing, and coughing enable. organisms to leave a sick person?		How may cleanliness and manners influence the escape of microorganisms from the body?	Have a student interview the school aurse on how to prevent escape of organisms from a sick person to others. Report to class.
. Digestive system	'tow might germs escape, inrough the digestive system?			Have a committee interview before the class a city sanitation official on ways to pre-
	What diseases use this method of escape?			vent escape of germs through body wastes.
	What sanitation proced for are needed to prevent transmission of diseases by toilet facilities?	are needed to prevent tr	ansmission of diseases by	
. A break in a body membrancy, What diseases use this such as the skin, lining of method of scape? an organ, etc.; e.g. the	, What diseases use this method of .scape?		Are some diseases more common in certain socio-economic groups? Why?	Irvite a public health official or school nurse to talk about how to prevent escape of disease
	What are some of the difficulties connected with this type of escape?	ulties connected with this	type of escape?	organisms urrough proken mem- branes.
	What is a venereal disease?			
	What personal haum may result from venereal disease?	esult from venereal disea	18.67	Show a film on venereal disease.
. Urinary tract	What diseases use the urinary tract as a method of escape?			Discuss the film with the class.

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BANG AREA: PREVENTION OF CCMMUNICABLE DISEASES

CONTENT	Physical	MOIIVALING QUESTIONS Mental-Limotonal	Seco Cultural	LEARNING EXPERIENCES
. Blood and blood derivatives	What diseases escape through the blood?			Assign a committee to interview the public health director on
. Transluston malaria	In what coromstances can discuse be spread through the blood?			bow diseases may be spread through the blood, what diseases are involved, and under what types of circumstances this occurs.
. Fen.ale reproductive system	What diseases are spread in this way?			
. Syphil's	Why are expectant mothe	Why are expectant mothers not supposed to take the measles vaccine?	peasles vaccine?	
. Conformed The organisms carrying " sease come in contact with man in different ways.		• • • • •		
. Modes of transmission				
. Direct contact	What is meant by direct contact? What are common examples of the	What is meant by direct controct? What are common examples of the spread of disease by direct contact?	iv direct contact?	Divide the class into groups and give each group the resigna-
	What is quarentine? Isolation?	lation?		describing a mode of transmis-
			, ,	Have a panel discussion on the neasures one should take to keen his communicable disease fron spreading to others,
. Water and food . Typhoid	What discases are sorged in water and foed?		A: there socio-economic influences on the inci-derce of disease spread by water and food? Give	Have students research and report on socio-economic influences on the incidence of disease transmission by water and Good.

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BANC AREA: PREVENTION OF COMMUNICABLE DISEASES

		MOTIVATING OUESTIONS		
CONTEN	Physical	Mental-Emotional	Socio - Cultural	LEAKNING EXPERIENCES
. Dysenterv	Why should meat be inspe-	Why should meat be inspected before it is delivered to food markets? What	o food markets? What	Let the class discuss, after
. Salmonellonis	about other toods:			munity is trying to keep water
	•			and lood from spreading dis- ease. The local health de-
	-			partment can provide this information.
	How is water marified?			Write to the Texas Dental
			•	Association for its kit on
	What is a desirable flu-		. What is the position of	fluoridation and dental care.
	oride level for the com-		the American Medical and	Use in class presentation.
	how can this level be		regard to fluoridation?	Tothe the city health instant
	maintained?			(if there is one) to talk to the
			•	Class about sanitation problems
	What is fluorosis?			relating to food and water in
	_			the community and what is be-
	How is washing he hands after using spread of disease by food and water?	How is washing he hands after using the toilet and before eating related to the spread of disease by food and water?	fore eating related to the	ing done about them.
	What diseases may be			Show a film on milk pastenting
	borne by milk and milk			zation and discuss the methods
	products?			and principies of pasteuriza-
. Vectors (usually animals)	What diseases are apread		What is the relationship	
	in this way? (e.g		between economic levels	
. Mosquitoes	maleria, yellow ferrer,		and the incidence of this	
	St. Louis encephalitis,		type of disease?	
. Rodents	plague)			
e de la .	What is the relationship b	What is the relationship by ween general santation and the incidence of these	id the incidence of these	
	What types or diseases ar	What types o. diseases are carried by mosquitoes? Rats? Fleas?	fats? Fleas?	
Ticks				

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BANC AREA: PREVENTION OF COMMUNICABLE DISEASES

CONTENT	5	MOTIVATING OUESTIGNS	
	Physical	Mental-Emot cotal Socio-Cultural	LEAKNING ENPERIENCES
	What diseases of this type	What diseases of this type are of special significance in Texas? Any certain	
	parts of Texas? Why?		
	What measures should be,	What measures should be taken to curb diseases spread by vectors?	Show a film on mosquito and/
	What factors inhibit the #P	What factors inhibit the spread of this type of communicable disease?	or rat eradication and discuss this with the class.
		,	Have a committee investigate and report to the class the community's procedures for controlling hazards related to diseases syread by animals. Follow with a class discussion.
a series de la constitución de l			
. mainiste objects	•		
. Books	What diseases may be soread in this manner?		Have a committee consult with city health officers regarding
. Clothing	Flow prevalent are diseases opread in this manner?	s spread in this manner?	keport findings to class.
. Door knobs	What misconcentions and	What misconcentions and (allacies are associated with the suread of disease in	Have each student list some
. Cooking and eating uten-	this manner? (Example:	this manner? (Example: Can venereal diseases be spread from a toilet seat?)	common misconceptions regard- ing spreading disease through inanimate objects.
			Have a student wash and dry a utensil and compare it with a
			atensil washed and dried auto- matically. Prepare slides of
			materials from each utensil and study the slides under microscopes.
		•	
	What is fumigation? Antiseptics? Disinfectant?		Show film on Dr. Joseph Lic- ter's life and work.

HANICAREA: PREVENTION OF COMMUNICARIE DISEASES

		MOTIVATING OULSTIONS	v	
CONTENT	Physical	Vental-finotoonal	Socio-Cultural	LEARNING ENPERIENCES
) = 1.00. C	1			
. Freezas of entry	now do name of the			statement: "Discoses onfor the
, Respiratory tract	body?			body by the same means they
. Digestive system	What can a person do to	What can a person do to prevent disease microorganisms. Iron entering his	ry from entering his	Left another body. " Be sure to point out examples and pos-
	Sody?			sible exceptions,
. Gentto-urinary tract				
. Breaks in body membrane				
. Skin sores or lesions				
. Insect bites	-			
. Susceptibility to disease	What does susceptibility to disease mean?	to disease mean?		Have each student, with the
				help of his parents and family
	What is resistance to discase?	. Cases		physician, list the communi-
				cable diseases he has had and
	What diseases are com-			when he had them. Discuss
	mon to different age	, emotional susceptibilities?		and evaluate possible cruses.
	groups? To the two			
	60000			own family background to do-
				termine if there are special
		•		diseases to which he may be
				susceptible.
			Are some racial and	Have students research and
			ethnic groups more sus-	report on scientific studies,
	<i>y</i>	•	ceptible to certain dis-	if such exist, on the relation-
	100 mg 11		eases than others? Are	ship between race or cultura
			some more resistant to Contain diseases than others?	and susceptionity of fesistance to disease.
	March A			Have a class discussion on the
				relationship between age and
				.ertain communicable diseases,

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BANC AREA: PREVENTION OF COMMUNICABLE DISEASES

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CONTENT	Physical	MenualEmotional	Socio - Cultural	LEARNING EXPERIENCES
				emphasizing the part immunit/plays in the problem.
Determining susceptibility	What are some of the way,	What are some of the ways for determining susceptibility to disease?	lity to disease?	
Skin teats for TB	For what diseases can , there wave be used?			
Schick test Dick test	What are some of the tuberculosis skin testu?	Why do come people resist tuberculosis skin tests?	tuberculosis skin tests?	Ask the school physician or nurse to explain to the class the significance of the TB skin
	What is a positive reaction? What does it mean?	What are some emotional, problems often associated, with positive reactions?		tests. Particular emphasis should be placed on the positive reaction, what it means, and
	Do 'uberculin tests detern	Do "uberculin tests determine susceptibility? Why or why not?	why not?	vhal must be done about it.
				Provide an opportunity for each student to have a TB skin test,
Body defences again.	What effect do sleep,	Are there emotional	What is the relationship	Ask the coach to explain to,
Checaso	have on resistance?	factors in resistance?	hetween economic levels and the development of	and discuss with, the class the relationship between good con-
	· ·		resistance?	ditioning and resistance to disease.
Natura;	How do the skin,			Ask the scionce teacher to pre-
•	digestive juices, lining			pare several petri dishes with
	etc., d.fend against			agar. Cough into one dish,
	disease?			place a drop of milk on anoth-
	What is the self			er. Place them in a warm
	fever?			dark place and watch them for one week. Discuss the re-

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BANG ARLA: PREVENTION OF COMMUNICABLE DISEASES LEVELA

LEVELA	-			
		MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotton!	Socio-Cultural	LEARNING EXPERIENCES
	What are white blood cells? How do they pro-			Secure, if possible, some pre- pared slides of blood samples illustrating the structure of white blood cells. Explain and discuss how these cells over-
. Medical	What is an antigen-antibody relationship? What is an antitoxin? What are shots? What are D.P. T. shots? Does one shot work for all disease?	How can people be encouraged to accept inimuniza-tions?	d to accept inmuniza -	cone disease mirroorganisms. Show a film on body defenses against disease. Discuss.
	Why can we immunize against only certain diseases?			Have students develop personal immunization records using forms of Texas State Health Department.
	Why must some communicable of these repotable diseases?	Why must some communicable diseases in Texas be reported? What are some of these reportable diseases?	orted? What are some	Assign a committee to interview a physician concerning the procedures in reporting communicable diseases. Report to class.
	What diseases are preseruntervals?	What diseases are presently inductizable? At what ago level? At what intervals?	level? At what	Assign oral reports on some of the more important immunizable discases?

BANC ARTA: PREVENTION OF COMMUNICABLE DISEASES

CONTEPT: Man's health is subject to alterations by the presence and effect of harmful agents, transmitted by living
and nomintual things within his environment.

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LEVEL BOONCEPT: Some communicable diseases have been controlled and others remain major health problems to man.

CONTENT	Physical	MOTIVATING OUESTLONS Mental-Emotions:	Socio - Cultural	LEARNING EXPERIENCES
Although great medical advances have been made in the control of some communicable diseases, others remain major problema.				
. Protection for certain diseases		What advances have been made in the last three decades in the control of disease?	es in the control of	Assign oral reports for research on tamous men who have been instrumental in conquesting crammanicable diseases.
. Attaching the reservoir of infection	What diseases have been controlled in this way,	• •		Show a film on rabies,
	e.g., rabies, etc.; What pets carry such diseases and how must they be handled?			Divide the class into buzz, groups and let mem discuss ways in which the local community is combating rabies.
	riow can discaser of animals such as cattle and hogs be controlled?		How is the control of this type of dicease re- lated in any way to socio- economic groups.	Ask the vocational agriculture teacher to discuss with the class undulant fever and trichiosis.
	What is trichinosis? Undulant fever? Plague? Bovine tuberculos?s,		What are some economic jactors in the control of these diseates?	Assign a committee to find out state and local regulations on meat inspection and the inspection of animals for eventual food use. Report to the class
. Preventing the apread of water-borne diseases				their findings.
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BANC AREA: PREVENTION OF COMMUNICABLE DISEASES

		ON	MOTIVATING QUESTIONS	જ	
	CONTENT	Physical	Wental-timorional	Socio - Cultural	LEARMING EXPERIENCES
	Rodrat control	What discases have been.		. What are special socio-	Ask the city sanitarian or chief
•	Water p. rifiazion	controlled by these		 economic problems in the control of disease by 	health officer to explain how the community controls rate
		fever, typhoid, dysen-		these methods?	and mosquitoes. Discuss what
•	. Insect control	tery)?		٠	each citizen can do on his own
•		W. E. S. C.		•	in such cases and have each
	. Sewage disposat	ייומו כמונסז וווכשפתנפט וופענ	o peen errecure:		Check his own nome and take chrective measures.
. Pre	Preventing escape of micro-	What diseases have been			Ask the local public health
org	organisms from the r. ser-	controlled by these		•	director to explain what "re-
verr	1 -	.nerhods?			portable diseases" are and
					how reporting them helps to
•	. Isolation	What are some of the devices used to control disease in this manner? "Mective have these devices been?" Why?	se used to control disease been? Why?	in this manner? How	control them.
	Quarantme				Divide the class into buzz groups
					to discuss simple health prac-
	Disinfection				tices and precautions that could
					help prevent the spread of
	Antibiotica	•			disease.
		"What types of communi-		•	Ask one student to report on
		cable diseases are most			the weekly morbidity statis-
		difficult to control by			tics for his county. These are
		attacking the reservoir			available through the local
		of infection? Wave			health department.
;					
	Protecting the susceptible	What can an individual do to pretect himself from communicable disease?	pretect hunself from con	amunicable disease?	Have each class member keep
Du1	Individual				a record of his absences from
		•			school for a month of so.
		_			what type of lilness caused
					the absences and what, it any,
					musual circumstances sur-
		•			
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AMUNICABLE DISEASES
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PREVENTION
BASIC ARFA:

		MOLIVATING QUESTIONS	S	
CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
. Good general health	Why must a person watch	Why must a person watch his diet and get plenty of sleep and exercise to	ep and exercise to	
Sleep	prevent communicable disease?	, ceases		
	Are there specific di-	. Are there factors that prevent adequate protection	est adequate protection	Divide the class into buzz
. Sac	trolled through good	, through good health habits?		groups. Assign each group a specific disease and ask them
. Exercising	health habits? If so,			to relate each of the good
	how? If not, why not?			health practices in the control
				Then have each group report to the class.
. Natural in munity	What is meant by natural immunity?	immunity?		Have a panel discussion on
## C & C C C C C C C C C C C C C C C C C	What deep see dores and see What seems and the William			hov poverty, poor living con-
	אוושר תסבש וכשכקורוו שקא	good natural immunity?		dittobs, and socio-economic background might affect
. Individual				resistance to disease.
	What is species im-			Have the students report on
	munity	•		medical and scientific sur-
				eases among different racial groups,
. Acquired immunity				
. Active immunity	What is the difference be	What is the difference between active and passive ummunity?	hunity?	
. Artificial	What is artificial immemorphy?		Way do some socio- economic groups need	Have each student list the im- munizations he has had and the
	What is its purpose?		Cervain types of immuni- zation more than other groups?	dates of each. See it any have had diseases for which the" have been immunized. Discuss possible reacons.

BANCAREA: PREVENTION OF COMMUNICABLE DISEASES

		MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
	What are some of the	. What is the role of igno-		Show a film on various types
	various techniques?	. rance in utilizing these techniques? .		of artificial immunization.
				Ask the school nurse to ex-
		. Why do some people resist and refuse to use these	use to use these	plain the techniques of active
		techniques?		artificial immunization, Ask
				her to demonstrate the dif-
				ference in the materials used
				in diphtheria and police immuni-
	and the same			rations.
				Ask a committee to find out
				what immunizations a person
				entering this country must
				have.
	Who die			
	Wild Ulacasca IIave Decil			Assign oral reports on indi-
	controlled by artificial			vidual diseasea controlled by
	immunization?			active artificial immunization
		•		and relate to the class how
	What is a vaccine? A			tris is accomplished.
	toxoid? A booster?			•
				Ask another committee to in-
				vestigate the school require-
				ments for immunizations. In
		•		a rerort to the class, they
	· —	•		should discuss the handling of
				those who do not have the
				proper immunizations. Impli-
	and this yea			cations? How do the school
	_	•		requirements compare with
				the American Medical Associ-
				ation recommendations?
		٠		
. Latent	What is latent unmunity?			



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What is the difference Wily is latent innumity sometimes confused with between latent and articles and articles in innumity? What is the difference Wily is latent innumity? What is the relationship between age and the clearandship is the community, the hereographene of a high degree of latent innumic. Which diseases can you Ghould one ever interphase of innumity with the percent share of latent innumic. What is meant by passive in a disease? What is an artitoxa? What disease can be controlled by passive intended by		
What is the difference Why is latent immunity some between latent and arti . natural immunity? ficial immunity? What is the relationship between age and the development of a high degree of latent immunit. Which discusses can yor. Should one ever interphave only once? Several, tionally exprese himself times: Why? What is meant by passive; What is an artitoxan? What is an artitoxan? What discusses can be controlled by passive immunity: What are anthaovers: What are anthaovers: What are some of the	Socio - Cultural	LEARNING EXPERIENCES
What is the relationship between age and the development of a high degree of latent immuri- iy? Which diseases can yor. Should one ever inter- have only once? Several, tionally capeve himself times: Why? What is meant by passive, imma globulin? What is an artitoxin? What diseases can be controlled by passive irrumunity: What are anthholycus What are anthholycus What are some of tire	imes corfused with	
207.00	Why is it generally true that the more crowded the community, the higher will be the percentage of immone persons at any uge leven.	
:00;100	tha mu.	Let the class discuss reasons that an adult might acquire communicable diseases usually associated with children.
10,716.	Asi pla: mm	Ask the school nurse to explain the uses of passive immunity.
ioite	Ass	Assign the class members a
10,16:	7 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	research topic: "The Uses of Gamma Globulin." Have each write in class a sumnary essay on his findings.
100100		
Ę		
	Ase	Assign oral reports on the lives
main ones?	of t	of Sir Alexander Fleming and Dr. Selman Waxman.
. Terramycin What is their use?		

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LEVEL B				
CONTENT	Physical	MOIIYAIING OVESTIONS WentalFimotional	S Socio - Cultural	LEARNING EXPERIENCES
	How do they vary in action?			Show a film on antibiotics.
	What are some of the lim	What are some of the limitations and dangers in the use of antibiotics?	ge of antibiotics?	Have a pharmacist review the action of drugs.
. Other substances				
. Sulfa druge	What types of diseases can be helped by sulfa drugs and aniline dyes?			Have students research and report to the class about sulfa drugs and their use.
	What are some of the limaniline dyes?	What are some of the limitations and dangers in the use of sulfa drugs and aniline dyes?	se of sulfa drugs and	
. Diseases that have resisted control	What communicable diseases have resisted control?			Assign to different members of the class some of the diseases not effectively controlled. Let each student trace the diseases through the communicable disease chain and illustrate where attempts have been made to control it.
, Venereal diseases	What are venereal di-			Ask the school physician or
. Less common	What are the	W		Health Department to talk to
, Chancroid	methods of control?	, what elements have miers, ferred with the control of these diseases?		me class about venereal of- seases, emphasizing how they are controlled the necessity
, Lymphogranuloma venereum			What is the relationship	of treatment, and the excellent results of treatment.
. Granuloma inguinale			status and the incidence of veneral diseases? What is the relationship of age to their incidence?	

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BANC AREA: PREVENTION OF COMMUNICABLE DISEASES

Secio-Cultural olling VD? ted? ions, and long-term	LEVELB				
Why is it essential to	CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPFRIENCES
Why is early detection and treatment essential in confrolling VD? Why do so many cases of venereal diseases go undetected? Does heredity influence the incidence of syphilis and gonorrhea? What are the signs and syphilis? Gonorrhea? What are the signs and symptoms of syphilis and gonorrhea? What ex differences exist in the incidence, manifestations, and long-term effects of syphilis and gonorrhea? How can syphilis and gonorrhea? What is the incidence of syphilis and gonorrhea in Texas? In what ways are these two diseases effectively treated? What are the different blood tests and what are their purposes?		Why is it essential to avoid self-medication?	. Why are venereal diseases. . increasing among young . . people?		
Why do so many cases of venereal diseases go undetected? Does heredity influence the incidence of syphilis and gonorrhea? What is congenital syphilis? Gonorrhea? What see the signs and symptoms of syphilis and gonorrhea? What sex differences exist in the incidence, manifestations, and long-term effects of syphilis and gonorrhea? How can syphilis and gonorrhea? How can syphilis and gonorrhea and gonorrhea in Texas? What is the incidence of syphilis and gonorrhea in Texas? What are the different blood tests and what are their purposes?		Why is early detection as	no treatment essential in contro	lling VD?	
Does heredity influence the incidence of syphilis and gonorrhea? What is congenital syphilis? Gonorrhea? What are the signs and synphilis and gonorrhea? What ext differences exist in the incidence, manifestations, and long-term effects of syphilis and gonorrhea? What is the incidence of syphilis and gonorrhea in Texas? What is the rate among teen-agers? In what ways are these two diseases effectively treated? What are the different blood tests and what are their purposes?		Why do so many cases of	renereal diseases go undetecte	¿pa	
What is congenital syphilis? Genorrhea? What are the signs and syphilis and gonorrhea? What ex differences exist in the incidence, manifestations, and long-term effects of syphilis and gonorrhea? What is the incidence of syphilis and gonorrhea in Texas? What is the rate among teen-agers? In what ways are these two diseases effectively treated? What are the different blood tests and what	. More prevalent	Does heredity influence the incidence of syphilis and gonorrhea?			Write to the Communicable Disease Section of the State Health Department for its re-
ons, and long-term What is the rate	. Gonor rhea	What is congenital syphilis? Gonorrhea?			source kit on venereal diseases Use these materials with the class where possible.
ons, and long-term What is the rate		What are the signs and symptoms of syphilis and gonorrhea?			Assign one student to obtain the incidence of VD in the local community. Use this informa-
. What is the rate		What sex differences exi effects of syphilis and go	in the incidence, manifestation operates?	ons, and long-term	tion as a basis for discussing possible means of control.
. What is the rate		How can syphilis and gor	orrhea be prevented?		
		What is the incidence of among teen-agers?	syphilis and gonorrhea in Texa-	? What is the rate	Have students research and report on the incidence of
		In what ways are these to	No diseases effectively treated?		syphilis and gonorrhea in lexas and possible reasons for the high rate.
and gonorthea. Emphasiz. means of detection and tre ment.		What are the different blood tests and what are their purposes?			Ask a pnysician to explain the latest treatment for syphiliz
					and gonorrhea. Emphasize means of detection and treat- ment.

DISEASES
OMMUNICABLE
OF C
PREVENTION
BASIC AREA:

		MOTIVATING OVESTIONS	ν.	
CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
. Tuberculosis	What is the bacterial cause of tuberculosis?	. How does a person's men What is the relationship tal attitude affect his re between the environment	. What is the relationship between the environment	Show a film on tuberculosis.
		. covery aroun An:	and tuber curosis	Ask a representative of the L
	what are the dillerent			Control Regional Office to
	types of tuberculosis?			speak to the class on the inci-
				dence of TB in the community,
	What are some of the	•		what facilities are available
	signs and symptoms of			for detection and treatment,
	TB?	•		and the success of recognized
				treatments.
	What is the significance			
	of a positive skin test?			Have a panel or guest to share
	•	•		ernerience and effect on fam-
	74	•		Time to the time of time of the time of time of the time of time of time of the time of ti
	methods of treating TB?	•		ily and community.
) 	•		Have a street to a street
	What are the recognised			mave a student research and
	אוושר שום חוב וברסעוווקבה			report on the incidence of
	means of tuberculosis			tuberculosis in Texas and why
	control?			it is such a problem.
The individual has a major	What can the individual	What can the individual do to protect himself from communicable diseases?	amunicable diseases?	Have end of the desired
				מ ביים שותחבוו זים ביים
responsibility in the control of				list of things he can do to in-
Committee of the cree of				crease his own resistance to
. Increasing one's own resistance				discase.
. General good health habits	What personal health hal	What personal health habits should a person follow to increase his resistance?	increase his resistance?	
. Gleanliness				
ć				
1977		•		
. Exercise				
. Rest		٠		
	4	•		
. Sleep		•		

	PREVENTION OF COMMUNICABLE DISEASES
ERIC Frontiers by ERIC	BASIC AREA:

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CONTENT	Physical	MOTIVATING QUESTIONS MentalHimotional	Secto Cultural	LEARNING EXPERIENCES
. Participation in immunization What immunization does . Why do some people resist immunization when it is programs a person need?	What immunization does a person need?	. Why do some people resist [ree?	inn-unization when it is	Have each student complie an individual immunization record ord utilizing the health record form of the Stat. Health Department. Encourage each student to make a complete analysis of his own immunization record and get his immuniza-
	What programs are available? Where? Cost?	. Why do some say mass immunizations are forms of socialized medicine?	munizations are forms of	tions up to date. Assign a committee to investigate what the com a unity is doing in the wey of immunization clinics. What are the requirements?
Supporting existing programs Schools Official agaes	What community agencie: What means can a person personal service, etc.)	What community agencies are involved in communicable disease control? What means can a person, use to help promote these programs? (e.g., money, personal service, etc.)	ble disease control? programs? (e.g., money,	Have the class make a complete community survey of all the agencies working to control communicable diseases. Then let the class and out what wayr
Voluntary agencies		What should a person know about various im- munization programs? Figilitys? Cost? Need?	How can a person help those who cannot afford or for any reason cannot get these unmunizations?	they can help those agencies in their work,
			, , , ,	

Man's health is subject to alterations by the presence and effect of harmful agents, transmitted by living () PREVENTION OF COMMUNICABLE DISFASES BASS AREA:

and nonliving *hings within his environment. CONCEPTS

SUBCONCEPT: Wide-scale efforts are necessary for the prevention and control of communicable diseases.

	LEARNING EXPERIENCES	
,		
	Socio - Cultural	
	MOTIVALING OVESTIONS MentalEmotional	
	MOTLIVAT Physical Mc	
	CONTENT	

The solution of the communicable operation of efforts within and disease problem requires cobetween voluntary and official agencies at all levels. Official agencies

Assign two committees to surthem report to the class what communicable diseases. Let vey the community to find all official, that are working in health official to discuss the the agencies, voluntary and Ask a city or county public each type does and how it How do the local, county, and regional sublic health departments cooperate in What do they try to accomplish in the control of communicable diseases? controlling communicable diseases? What are voluntary health agencies? How are thuse agencies supported? What are official health agencies?

avenues of cooperation between communicable disease control. different individuals and agengroups and assign each group Have each group expiore the works to control communicalocal department of health in various ways his department a particular service of the Divide the class into buzz ble discases. Whan types of communicable disease problems are related to socio-economic What efforts are made to educate the public about communicable diseases? What services do these groups render in communicable disease control? Sanitation, laboratory service, wate-pruitication, food handling, etc."

cies as each of these services

What is an endemic disease? An epidemic disease?

is rendered.

. Local, county, and regional

BANC AREA: PALIVENTION OF COMMUNICABLE DISEASES

	MOTIVAI	MOTIVALING QUESTIONS	
CONTENT	Physical Me	Henryk, motional Socio-Cultural	LEARNING EXPERIENCES
	What is meant by epidemiology?		Assign several students to
	What cooperation is necessary to co	What cooperation is necessary to combat epidemic of communicable disease?	interview a health official on how his department would
	What is the role of the public health The sanitarian? The veterinarian?	What is the role of the public health nurse in crmbating communicable diseases? The sanitarian? The veterinarian?	
	What type of cooperation with these sicians?	What type of cooperation with these agencies can be expected from family physicians?	Dack to class. Have a committee check on the medical records kent in health
	. ,		departments. What records involve communicate deserges and how much dependence is placed on family physicians
			for these records? Report findings to class.
	What is the role of the school health	What is the role of the school health program in communicable disease control?	Ask the superintendent, principal, or nurse to discuss the efforts of the school to control communicable diseases.
. State	What services does the State Health sease control?	What services does the State Health Department render in communicable dissease control?	Assign an individual project to investigate the state regula-
	How might the State Health Lepartn of communicable diseases? (For ergulations, health and disease state	How might the State Health Lepartment work with Jocal agencies in the control of communicable diseases? (For example, in laborate by services, disease regulations, health and disease statistics, health education, sanitation, etc.)	tions in regard to reporting communicable diseases. Perport to the class and discuss the regulations.
			Have the class collect information from health workers, statistics, and other means to evaluate the success or failure of these cooperative efforts. Have a class discussed.
			sion on the findings.

TEVEL C

C

	MOTIVATING 2CESTIONS	
CONTENT	Physical Mental-Emotional Socio-Cultural	LEARNING EXPERIENCES
. National	What services does the Department of Heaith, Education, and Welfare provide in the area of communicable diseases?	Have class compile lists of bamphlets and other publica-
		tions from federal agencies
	What feveral agency is concerned with communicable disease control?	indicating their services in communicable disease control.
	Are there other governmental agencies that help in communicable discase control? What are some of them?	
		role of the Food and Drug
		Administration in the control of communicable diseases.
. International	How does the World Health Cryanization work to control communicable diseases?	
	i now does w. r. C. cooperate with national health agencies in controlling com-	Discuss how managements of
		organization has been.
Voluntary agencies	What voluntary health agencies are concerned mainly with communicable disease	ase Have a panel discussion, with
	problems?	a class member as a modera-
		tor, and a pancl made up of a
	How do voluntary agencies cooperate with official agencies in fighting com-	representative of the local
	THE CONTRACT OF CO	health department, a repre- sentative from the Regional
	When can voluntary agencies make their greatest contributions in communicable	
	disease contail:	local March of Dimes group,
		and a nurse concerning the ways in which they cooperate in
	•	combains communicable dis-
		Assess
·		, a c c c c c c c c c c c c c c c c c c
. The importance of communicable	Where has research in communicable disease control been taking place (e. g.	Ask a member of the class to
diseases in the luture depends on	through efforts of voluntary agencies, institutions of higher learning, private	compile the names of specific
and the well-reneme of man to so	companies, etc.)	sources of research in the con-
The state of the s		trol of communicable diseases.
copi me imanga oi mis research.		Assign specific students for
		this project.

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PREVENTION
CAREA
BASK

	×.	MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Artificial immunizatis	What diseases have been	What diseases have been controlled through artificial immunization in the last	ummunization in the last	Awa'on communicable diseases
	three decades?			such as diphtheria, smallpox,
	In what areas of communy	In what areas of communicable diseases will research continue to be undertaken?	continue to be undertaken?	
		•	diament of the second	group research and report on
	What research has been o	What research has been done in controlling chicken nox, hepatitis, infectious	ox, hepatitis, infectious	the following:
	mononucleosie?	•		. Yearly incidence of the
	•	•		disease over the last
	What can public heaith ed	What can public health education do to make people aware of the benefits of	rare of the benefits of	three decades (nationwide
	30.14			Incidence of deaths from
	What effects do social cut	What effects do social customs and socio-economic levels have on the incidence	vels have on the incidence	the disease during the
	of communicable diseases?			last three decades.
				. Times of year when the
			and the second s	incidence of the disease
	•	•		is highest and lowest.
		•		. Incidence by age groups.
				Have each group report and
				discuss implications of findings.
	Why have TB immunizati	Why have TB immunizations not been used in this country?	ırıy?	Ask a school or county health
				official to explain the TB vac-
. Drugs and antibiotics	What substances have	,	Where might a person go	cine and its use. Discuss
	been discovered in the		to get information about	why it is not universally used
	past 29 years to heip		the firstions and uses of	in America. What uses might
	control communicable		these substances?	it have here?
				Ask a pharmacie to discusa
	What are some of the new	What are some of the new drugs used in treating tuberculosis? Venereal di-	culosis? Venereal di-	with the class the latest drugs
	ведвев?			and antibiotics available to
			-	him in helping to control and
				combat communicable diseases.
				For what 'iscases are these sub-
				stances use 1?
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		SCOTTESTION SCITCATION	3	
ONTENT	Physical	Mental-Emotronal	Socio - Cultural	LEARNING EXPERIENCES
				Assign oral reports on the most
		•		modern drug treatment of TB
				and the several venereal dis-
				eases.
		• 1	, .	Let two committees study and
				report to the class on the
				statistical pictur over the last
				15 years for TB and venereal
				diseases. Discuss in class
				the reasons for rate changes.
. Education	What are some ways to	What are some ways to educate the public about programs to control communi-	rang to control communi-	Have a student investigate and
O. Miss health aducation	cable diseases?			report on some of the ways
	What is a well-child clinic?	11.5?		that people in the local com- murity can get information con-
	What approaches should be made to people?	be made to people?		cerning communicable disease
	What ways can be found	What ways can be found to finance such programs for the needy?	the reedy?	
		How effective are films, panighlets, speakers.	How can information about public health services	
		, etc. ?	reach those who cannot afford private madical	ment director to determine how his department is getting
			care?	necessary information to the
		•	•	public.
		How do superatitions,		Have class compile a list of
		lears, and customs inter- fere with progress?	•	common superstitions or customs in the local community
				related to the control of com-
				municable diseases. Discuss the authenticity of each.

DISEASES
COMMUNICABLE
PREVENTION OF
BASIC AREA:

CONTENT	Dhysical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
l beaath contributions				Have a panel discussion on the
vices	How does the school cooper	How does the school cooperate with official health agencies in controlling communicable diseases?	cies in controlling com-	Various ways a school might control the spread of communicable diseases, emphasizing:
Observation	What are some of the school	What are some of the school controls in combating communicable diseases	municable diseases	. Lacher observation
Apprileal	ic. 8., cather observation	Verbal canner observation, admission requirements, everly	; (·),	. Farent education . Isolation, referral, and
mmunization	•	•		
Follow-up				
School lunch				
.cational	Now does the school inform its strolling communicable diseases?	Now does the school inform its students and teachers about the means of controlling communicable diseases?	sout the means of con-	Ask the school superintendent to explain how health education is
vironmenta	How can one tell if the scho	How can one tell if the school plant meets the standards for health and safety?	for health and safety?	taught in the school, emphasiz- ing all the things the schools
	•			are doing to instruct about com- municable diseases.
		•		A A
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Local health departments.

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Metropolitan Life Insurance Company, One Madison Avenue, New York, New York.

National Dairy Council, 111 North Canal Street, Chicago, Illinois.

Public Affiars Committee, 381 Park Avenue S, New York, New York 10016.

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ISIC AREA: CHRONIC AND DEGENERATIVE DISEASES AND

DISOR DERS

Concept: Chronic and degenerative diseases and discrders and their effects on man have implications for the individual, the family, and the community.

LEVEL A

Subconcept:

One should develop an understanding of chronic and degenerative health conditions, their prevalence and their influences on mental, physical, and social health.

- . Chronic and degenerative illnesses create a major health problem for all ages.
 - . Effects on the quality of life
 - . Effects on the length of life
- . Many chronic and degenerative illnesses can be controlled or eliminated through preventive techniques.

LEVEL B

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Subconcept: Control and treatment of major chronic problems require cooperation of individuals and organizations.

- . Controlling chronic and degenerative diseases depends upon the individual's knowledge and response to early symptoms.
 - Cancer
 - Cardiovascular diseases
 - · Dental diseases
 - . Mental illness
 - . Respiratory diseases
- . National organizations as well as state and local organizations are working together to control chronic health problems.
- . Improved rehabilitation techniques have led to increased productivity in people with some chronic or degenerative diseases.

LEVEL C

Subconcept: There has been progress in research in the field of chronic and degenerative health conditions.

- . Scientific advances have brought improved treatment of some chronic diseases.
 - . Cancer
 - . Cardiovascular diseases
 - . Dental diseases
 - . Mental illness
 - . Respiratory diseases
- The causes of several health problems remain unsolved, but research continues.
- . As solutions to unsolved health problems are found, other health problems emerge.



111-1

DASSE AREA:

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CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS
Chronic and degenerative diseases and disorders and their effects upc.1 man have implications for the individual, the family, and the community. CONCEPT:

LEARNING EXPERIENCES One should develop an understanding of chronic and degenerative health conditions, their prevalence and influences What do the terms "chronic" diseases, "degenerative" disease, "inherited" Socio-Cultural MOTIVATING OUESTIONS In what ways are all chropic diseases similar? Physical disease mean? on mental, physical, and social health, Chronic and degenerative illnesses create a major health prob' m for all ages. CONTENT NUBCONCEPTE LEVEL

class the leading causes of deaths in the United States in 1900 and at the present time. Have the Have a student committee regroups. Discuss and analyze search and compare for the resu'ts broken down by age the results.

tion, and treatment of the more are unavailable, have memoers cal health agencies to talk with the class about cause, preven-Invite representatives from loof the class write the agencies for materials and information. prominent chronic diseases in your area. If representatives

gies. To what are they allergic? people at school who have aller-As a class project have several Have the students report to the students make a survey during the day on the prevalence of

What effect do chronic or degenerative diseases have on the quality of life?

What conditions can decrease the quality of life?

How can the quality of life be improved?

How does dental disease affect the quality of life?

What diseases can be inherited?

class the results of the survey.

What were the most prevalent chronic diseases in the early 1500s? How do chronic diseases differ from communicable diseases?

Effects on the quality of life

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TRADE	1	MOTIVATING QUESTIONS	(5) Socio-Cultural	LEARNING EXPERIENCES
	THA BICK	THE PROPERTY OF THE PARTY OF TH		
	What chronic disease	What chronic diseases are common to young people?		Have the class prepare a list
	What chronic disease	What chronic diseases can be found in all age groups?	• ~.	sociated with childhood Dis-
		•	· •	cuss the recognition of symp-
		What emotional implica-		toms and early treatment of each
		the occurrence of a	•	
		chronic disease?.		Divide the class into several
		. •		buzz groups. Have each group
			What environmental fac-	select a chronic disease that a
			tors are associated with	young person could have and
	N Thront		the occurrence of chronic	discuss the adjustments that
			diseases?	might be made to live a prolit-
				following: plletgies sethma
				Action and a second and a second and a second as a sec
		•	•	defects dishetes dental disease.
			•	obesity, rheumatic fever.
		•		
. Effects on the length of life	What are some condi-	What are some conditions that can decrease the		Have student committees pre-
	length of life?		•	view and select appropriate films
	-			to show to the class on the de-
	What are the more co	What are the more common diseases of middle or later like?	er mer	velopment of career certs, are
	What chronic and deg	What chronic and dependrative diseases are associated with old age?	ed with old age?	spread to different parts of the
				body. The students should
	What chronic disease	What chronic disease is the leader in causes of death?	٠.٠	formulate questions and develop
	Why 's this true?			points for discussion to present
	Why 's it important to	Why is it important to have early detection of the	•	showing of the film.
	chronic and degenerative diseases?	tive diseases?		
	What adjustments mu	What adments must a young nerson with a chronic disease make that will	disease make that will	view a dentist and report to the
	enable him to live a profitable life?	profitable life?		class on how decayed, missing,
				ity of life.
		-	•	

BANC ANTA: CHRONIC AND PEGENERATIVE DISEASES AND DISORDERS

CONTENT

ALEXELA

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Physical	MOTIVATING QUESTIONS Mental-Emotional Sc	Socio - Cultural	LEARNING EXPERIENCES
What are the warning			Write a paragraph on "The
signs of cancer?			Dangers of Sun Bathing. " Have
Can cancer be cured?			students read and discuss their paragraphs,
What are the most effect	What are the most effective ways of treating cancer?.		
What contributing factor	What contributing factors are evident in cardiovascular diseases?	687	Have students collect articles
	•		from the newspaper about car-
What is hardening of the prevented?	What is hardening of the arteries? How can it be brevented?		diovascular diseases. The
			in the collection articles
Why is obseity considered a chronic disease?	ed a chronic disease?		about people who have had heart
			attacks. A record covering the
How can obesity be controlled?	rolled?		age and occupations of the peo-
	•		ple should be kept for several
	•		days. The student should ana-
			lyze the findings. Discuss.
			Show an appropriate film on
			allergies, congenital heart de-
	•		fect or diabetes. Students
	•		should be given the opportunity
			to discuss the film after the
			showing.
	What adjustments confront the young person whose	g person whose	Divide the class into small
	parent has a chronic or degenerative disease?	e disease?	groups for a buzz session, As-
			sign each group the task of de-
			veloping a list of emotions and
	•		reactions that a young person
			might have when discovering
			that a parent has a degenerative
			disease. After a designated
			period of time a member of
			each group will present the list

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BANCAREA: CPRONIC AND DEGENERATIVE DISEASES AND DISORDERS LEVELA

LEVEL A				
		MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotional Socio-	Socio - Cultural	LEARNING EXPERIENCES
		. What effects will a chronic, or degenerative disease	tive disease	Place the student in the position
		, have on the immediate family?		of a very personal, empathetic
				experience by means of an ac-
		What emotional adjust.		tivity which attempts to answer
		ments must be made when		the question: If I have a spe-
		a person has a chronic		cific chronic disease (disease
		. disease?		selected by the student), what
				kinds of adjustments must I
				make with family, with friends,
		•		with school, with recreation?
		•		And what kinds of adjustments
				can I reasonably expect others
		•		to make to me?
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				Divide the class into small
				groups and assign to each group
				one or two chronic diseases
				for research on the symptoms
				and successful treatment of
				each. Have the groups plan a
				psycho-drama showing the im-
				pact of family involvement and
				the effect on the family when
				chronic or degenerative disease
				has been diagnosed by the phy-
				sician. At the conclusion of
		•		the presentation by each group,
				the class should make observa-
				tions and comments about the
		•		reactions of the different mem-
		•		bers of the family.
		•		
. Many chronic and degenerative				Have students ask their parents,
Minesee can be controlled or				relatives, and friends whether
eliminated through preventive				they have had regular physical,
techniques.		•		dental, and vision examinations.
		•		Report to the class the percentage

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BANC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

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CONTENT				
	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
				that do have the examination
				Discuss the reasons some peo-
				ple do not have regular exami-
				nations.
	What chronic diseases	What chronic diseases have the same symptoms?		Invite a physician to talk to the
				or with the second of the second
		•		class on the subject, "What
				the Doctor Looks for in a Perio-
		•		dic Medical Examination, "
		•		Tape and use visuals for later
		•		classes.
				Invite a dentist to talk to the
				class on the dental examination
				and dental disease prevention.
				•
				If it is not possible for the phy-
				sician or dentist to come to
•				class, one or more students
				might interview each and report
				to class.
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BANCAREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS CONCEPT: Chronic and degenerative diseases and disorders and their eff

Chrunc and degenerative diseases and disorders and their effects on man have implications for the individual, the family, and the community.	
disorders and their effects on man	
Chruic and degenerative diseases and the family, and the community.	
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	Na facility	MOTIVATING OVESTIONS		LEARNING EXPERIENCES
. Controlling chronic and degenera- What should a person know about chronic and degenerative diseases that will	What should a person in	. whout chronic and degenerat	tive diseases that will	Have students role-ulay a fam-
tive diseases depends upon the	assist in detecting them?	•		ily situation in which a grand-
individual's knowledge and re-		•		parent with a degenerative
sponse to early symptoms.	•	•		disease has arrived for an ex-
	•	•		ter ded visit. The family mem-
	•	•		bers include father, mother,
	•	•		two teen-age daughters, one
	•	•		teen-age son, and one elemen-
	•	•		tary school age son. To help
	•	•		the students have a better
	•			understanding of the grand-
	•			payant's feelings, switch the
	•	• •		roles after a designated period
	•	•		of time.
. Canter	What are the various types	What are the various types of cancer? Where does each occur nost frequently?	ch occur roost frequently?	Show appropriate films on
	•			the nature of cancer, its early
	How are the various types	How are the various types of cancer different? How are they similar?	re they similar?	detection, and treatment. Pro-
	•	•		vide the opportunity for several
. Achormal cell growth		•		students to preview the films
r Bringer	What is the dillerence bety	What is the dillerence between a manghant and a benign growth?	n growth?	before class. These students
	•	•		will formulate questions on how
· wallgrant	•	•		the information relates to the
Contributing (actors	What are made of the second se			teen-ager and to everyday life.
		outh tead to cancer?		After showing the films to the
. Degenerative changes of	•	•		class, have the students con-
old age				dest Times discussion.
. Chronic inflammation	•	•		
	•	•		

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AND DISORDERS
DISEASES
DEGENERATIVE
CHRONIC AND
BASIC AREA:

CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Remarked in into				Divide the class into seven
		•		groups. Assign each group a
Acpelled Littlefield				Normal cells
. Spread of cancer	•	•		Chartenistics of cana
. Infiltration	What is the difference bety	What is the difference between infiltration and metastasis? Why is it important	17 Why is it important	cer cerialistic of the
	that cancer be detected pr	that cancer be detected prior to or during the infiltration stage?	stage?	. Causes of cancer
Metalians		• 1		. the seven warning arg-
Seven warning eignals	What are the danger signs, for cancer?	for cancer?		. Diagnosis and treatment
. Unusual bleeding or dis-	Are all types of cancer pa	Are all types of cancer painful in the early stages? Explain.	ain,	od cancer . Cancer research The groups should collect infor-
. A lump or thickening in the breast				mation on their topics and report to the class. The report should be in the form of a post-
. A sore that does not heal		•		er, skit, radio broadcast, etc.
				Have s. idents present a display showing the seven danger signals.
. Hoarseness or cough				
, Indigestion or difficulty in swallowing				
. Change in size or color of a wars or note				
Detection				
. Study of family history	How does the dircovery of cancer in the bers of the family, and the community?	How does the dircovery of cancer in the family affect the individual, other members of the family, and the community?	individual, other mem-	

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CONTENT	Physical	MOIIVAIING QUESTIONS Mental-Factional	Socio-Cultural	LEARNING EXPERIENCES
. Complete physical examination				
. Bresst examination				Show film to girls on breast self-
. Laboratory test and X ray	What members of the heal	What members of the health professions play a part in the detection of cancer?	the detection of cancer?	examination. Ask a physician to be present to answer perti-
. Protoscopic				nent questions. (This might be a school-wide activity.)
e Biopay				
. Pap smaar teet	Why do we have such a high dea the Pap smear test since \$940?	Why do we have such a high deat; rate from cervical cancer when we have had the Pap smear test since 1940?	ancer when we have had	Have a student make an oral report on the history and development of the Pap mear test.
. Treatment	Can cancer be cured?			Have students present to the
. Surgery	How does early detuction ;	How does early detuction and treatment of cancer affect survival?	t survival?	class misconceptions about treatment for cancer that are
. Crmotherapy				presented in advertisements or printed material.
, Radiation	How does radiation origina	How does radiation originate? What is radiation? What are its characteristics?	at are its characteristics?	Have a student interview a
	How is radiation used of	centrit man's health?		radiologist and report to the class on the positive and nega-
	What are the health ard	What are the health 'Lards of trantment by radiation?		tive effects of radiation used in medicine.
. Х таув				Ger, samphlet material from the American Medical Association on radiation, X rays, etc., to use as a basis for class discussion.
				A brief lecture by the teacher may be appropriate to provide a basis for understanding the
		•		3

DANG AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS

r my six	Mental-Zaotional	Socio-Cultural	LEARNING EXPERIENCES
seart diseases be	How can heart diseases be prevented or lessened?		Have a student committee de-
What steps might a teen-aginter life?	What stope might a teen-ager take to help prevent heart discase now and 'n later lise?	disease now and 'n	velop a pariet "sussion on risk teduction factors for heart attack. This should include diet,
			smoking, regular exercise, weight control, and control of high blood pressure. Material
	• •		is available on these subjects from the local Heart Association.
exercise or the]	ack of it affect the heart? .		Arrange for severa) students to plan and present a panel discus-
some symptoms.	of heart disease or defect? .		sion on the effects of exercise and rest on the rate of the heart
heart diseases an	d defects treated?		beat. Suggest to members of the name! that they emphasize
e rate of cardiov,	secular diseases increasing?		the differences in heart rates of people who participate regularly in physical activity and those who are more sedentary.
he relationship be	tween dental health and gene	ral health?	Have the class live ten good
			into groups with each group
			ferent methods of applying good
			life.
onic disease do y	ou probably have now:		Have students research and re-
he leading nonfata	il degenerative disease of you	¿a,doad Bur	port on the number of 15- and 16-year-olds in Texas or the
poor dental heal	ib affect oner parts of the bo	dy?	local community who have dental problems. Have students report on dentiats' recommendations
	ecercise or the Jean symptoms.	How does exercise or the Jack of it affect the heart? What are some symptems of heart disease or defect? How are heart diseases and defects treated? Why is the rate of cardiovascular diseases increasing? What is the relations ip between dental health and gene What rironic disease do you probably have now? What rironic disease do you probably have now? How does poor dental health affect ower parts of the bo	How does exercise or the Jack of it affect the heart? What are some symptoms of heart disease or defect? How are heart diseases and defects treated? Why is the rate of cardiovascular diseases increasing? What is the relationship between dental health? What is the leading nonfatal degenerative disease of voung people? How does poor dental health affect owner parts of the body?

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CONTENT	Physical	MOTIVATING QUESTIONS	Socio - Cultural	LEARNING EXPERIENCES
. Prevention and treatment	Why is it necessary to replace lost teeth?	, place lost teeth?		Divide the class into small
	Now does halitosis causes	How does halitosis caused by dental problems affect an individual's relationship with other people?	ndivicual's relationship	groups. Assign each group the project of collecting advertise-ments on selected dental pro-
	Can the course of dental disease b	Can the course of dental disease be altered more by the individual or by the dentist? What approach 19 ideal?	individual or by the	ducts. The groups chould evaluate the claims of the product and present the information
	Why is there a problem a	Why is there a problem associated with ill-fitting dentures?		to the class by original presentations.
. Mental illness	How prevalent is mental	How prevalent is mental iliness in the nation? In Texas? In your community?	In your community?	Have students research and re-
	How can one promote and	How can one promote and maintain good mental health?		port on the prevalence of montal
	How does the formation o	How does the formation of sound habits contribute to the prevention of mental lilness?	prevention of mental	and in your community.
	What are some causes an	What are some causes and results of emotional tension?		
	What are some causes of overwhelming anxiety, an	What are some causes of hysteria, unreasoning fears, obsessions, compulsions, overwhelming anxiety, and morbit anxiety over health?	baessions, compulsions,	
	Why is it important for a	Why is it important for a person to learn to accept reality?	34.5	
	Where could a person go depression or elation?	Where could a person go for help if he often experienced periods of extreme depression or elation?	periods of extreme	Have students research and re-
	What is the relationship	What is the relationship between drug abuse and mental illness?	llness?	member of his family had a
	How does mental health d	How does mental health differ from mental illness?		mental nearth protective

DISORDERS
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BASIC AREA

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CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Respiratory diseases	What are the leading			Have several students research
	chronic respiratory di-	•		the number of reported cases
. Types	B08808?			of emphysema in different re-
. Chronic bronchitis		Why have rates of chronic pronchitis and emphysema	ronchitis and emphysema	Compare the number of amok-
		increased so grammically curing recent years	uring recent years!	the number of nonemokers who
	What are the causes of	•		have the discass.
	caronic respiratory di-			
				information on prominent nec-
	What are the most com-			ple who have had asthma or
	mon symptoms of chron-	•		chronic bronchitis and have
	ic respiratory diseases?			overcome the disability. In
	How can chronic respins	How can chronic respiratory diseases be prevented?		dents should emphasize the way
. Emphysema	What are the physical of	What are the physical effects of emphysema? Emotional effects?	hal effects?	come the disability.
. Asthma	When the causes of asthucautions can be taken to	When the causes of asthma have been ascertained by a physician, what pre- cautions can be taken to prevent asthma attacks?	physician, what pre-	
. Contributing factors	What is the relationship	What is the relationship between respiratory diseases and smoking?	and smoking?	
	What besides cigarette smo bronchitis and emphysems?	What besides cigarette smoking is thought to be causing an increase in chronic bronchitis and emphysems?	g an increase in chronic	
. Treatment	What are the latest reco	What are the latest recognized treatments for the respiratory diseasus?	iratory diseases?	
. National organizations as well as state and local organizations are working togetier to centrol major chronic health problems.	How are national, state, ment and control of cancillness?	How are national, state, and local organizations working together in the treatment and control of cancer, cardiovalvular disease, dental disease, and mental illness?	ing together in the treatental disease, and mental	Ask various class committers to survey the services provided by federal, state, and local health organizations and present
				the form of a poster.

BASIC AREA: CALTONIC AND DEGENELATIVE DISEASES AND DISOADERS

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The state of the s

the form of a panel discussion -and the National Association of information and material from each of the diseases. Present the information to the class in Have class committees gather the American Cancer Society, effort made toward combating Ment, I Health concerning the American Heart Association, each panelist discussing the LEARNING EXPERIENCES What medical advances have been made in treatment and prevention of cancer, Socio-Cultural cardiovascular disease, and mental illness in the past MOTIVATING CURSTIONS CONTENT LEVEL B

contributions of one nealth agencontributions of outstand, ng peo-Have various groups of students health materials that are availple who have coped with serious cy. Collect and distribute the do research on the liver and able through each agency. Improved rebabilitation techniques What rebabilitation techniques are utilized for different chronic and degenerative have led to increased productivity diseases?

compare the rehabilitation tech-As a class project have a panel should be given the opportunity After the discussion, the class niques used in modern times.

rehabilitation methods? How effective are the

to make observations about the

different methods.

a segment of one person's life,

present a skit to the class on

achieved success. Write and

health problems and have

in people with some chronic or degenerative diseases. ()

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Chronic and degenerative diseases and disorders and their effects on man have implications for the individual, the family, and the community. BANC AREA: CHRONIC AND DEGENERATIVE DISEASES AND DISORDERS
CONCEPT: Chronic and degeneration diseases and diseases.

LEARNING EXPERIENCES Socio - Cultural KinCONCEPT: Thate has been progress in research in the field of chronic and degenerative health conditions. MOTIVATING QUESTIONS Wenta H. mottonal Physical

search on medical advancements in the treatment of chronic dis-Have class committees do re-

> Scientific advances have brought improved treatment of some

chronic diseases.

. Cancer

CONTENT

LEVEL C

What medical advances have been made in the treatment of cancer?

eases. Each committee should

medical advancement possible person or persons making the ments in combating heart disreport to the class about the Show an appropriate film on the recent medical developand a short resume of the achievem, nt, What are the physical and moral implications involved in a heart transplant?

Cardiovascular diseases

111-17

Invite a panel of experts to talk plants, especially the heart transplant. What has research contributed toward improved treatment of dental disease?

invite a cardiologist and internthe implications of organ trans-

What responsibilities will confront the physician that performs an organ trans-

plant? What responsibilities confront the donor and the recipient?

case and defect,

ist to speak to the 'lass about

to the class about recent scientific advances in the conquest of chronic diseases and about mation concerning continuing

Contact the National Institute of evaluation of the mass of infor-Mental Health for information research.

> What factors contribute to society's attitude to-

ward mentel illness?

on recent research. Bring

Dental diseases

. Mental illness

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DISEASES
GENERATIVE
AND DE
CHRONIC
ASSC AREA:

EVELC				
CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Socio-Cultura:	LEARNING EXPERIENCES
		••		findings to class and discuss,
. Respiratory diseases	What has research contrib	What has research contributed toward improved treatment of respiratory dis- pases?	nent of respiratory dis-	
The causes of several health prob- lems remain unsolved, but research continues.	In spite of research, why s	health prob- in spite of research, why does mental illness continue to be a major problem?	to be a major problem?	
"a solutions to unsolved health problems are found, other health problems emerge.	How successful has medicinealth problems?	How successful has medical science been in finding answers to the unsolved health problems?	swers to the unsolved	After doing research on one of the unsolved health problems, have students report on author-
	With the solution of the unsolved heatake their place? Why is this true?	With the solution of the unsolved health problems, will other health problems take their place? Why is this true?	other health problems	ities' theorier about cures tor the disease.
	Why coes dental disease cy	Why coes dental disease continue to be a major health problem?	problem?	Have the students compile a list
	What will be the emphasis.	What will be the emphasis for future health research?		that may confront them in the
				each health problem.
		•		
		•		



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BASIC AREA: ENVIRONMENTAL HEALTH AND SAFFTY

Concept: Hazards arising from man's interaction with his environ-

ment affect his health and behavior.

LEVEL A

Subconcept: The nature of the environment in which man lives and

his relationship to it are important to his health.

- . Different settings of man
 - Rur-1
 - . Urban
 - . Suburban
 - . Migratory
- Reasons for choosing different settings
 - . Family background
 - . Choice of career and life style
 - . Economics
- . Factors that determine the quality of life in any setting
 - . Economics
 - . Education
 - . Moral and ethical philosophy
- . Environmental problems of each setting
 - . Urban
 - Rural
 - . Suburban

LEVEL B

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Subconcept:

Identifying environmental health problems is essential to the total health of the community.

- . Poverty
 - . Physical implications
 - . Mental and emotional implications
 - . Socio-cultural implications
- . Unemployment
 - . Causes
 - . Results
- . Education
 - . Job opportunities
 - . Earning power
 - . Societal demand
- . Delinquency and crime
 - . Reasons for increase
 - . Health implications to society and to the individual
- Traffic congestion and accidents
- . Population explosion



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- . Statistics
- . Causes
- Effects
- . Water pollution
 - . Causes
 - . Effects
- . Air pollution
 - . Causes
 - . Effects

LEVEL C

Subconcept:

Individual and social effort are necessary to overcome and prevent environmental and safety hazards.

- . Research into environmental problems
 - . Poverty
 - . Unemployment
 - . Education
 - . Delinquency and crime
 - . Traffic congestion and accidents
 - . Population explosion
 - . Water pollution
 - . Air pollution
- . Procedures for dealing with emergencies that arise from ratural and human causes
 - . Nuclear disaster
 - . Civil disasters
 - . First aid and emergency care
 - . Medical self-help



BANC AREA: ENVIRONMENTAL HEALTH AND SAFETY
C'NCEPT: Hazards arising from man's interaction with his environment affect his health and safety.

CONTENT	Physical MOILVAIING UNISTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Different settings of man			
THE TOTAL PROPERTY OF THE PROP	What are the advantages of living in a rural area?		Have students relate prior visits
ueq: .	How does living differ it, rural, urban, and suburban settings? What factors in each setting relate to, health?	settings? What factors	to urban, rural, and suburban settings and describe the nature of each.
. Suburban	Where are there other sub-areas in which one might live?	live?	Amk students who have lived in
	Why are people shifting from one setting to another?		the area mentioned to present short reports.
	Why are more people living in cities than before?		Take the class on ? . seld trip
			through the different residential
			sciungs in your area, Inis
			health factors in the different
			not possible, appropriate films
	•		or filmetrips may be used of-
			fectively as a basis for class discussion.
. Migratory	What pro lems arise when a family moves from one setting to another? One region to another? Perhaps, one country to another?	setting to another? One	In cooperation with the social science teacher, have a student

secure information on migratory patterns of people within the United States. This could come in an interview with the social science teacher or in individual research. Have the student present the material to the class

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	BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY
	ENVIRONMENTAL
	BASIC AREA:

CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Environmental problems peculiar to each setting				
. Urban				. ——
. Inadequate space and housing	What are some different tages of each type?	What are some different types of housing? What are advantages and disadvan- tages of each type?	dvantages and disadvan-	Invite the city building inspector to discuss housing needs for
. Single-family houses				your community and to discuss how changes can be made,
. Apartments				Have dents describe their
. Mobile homes	What are the advantages	What are the advantages of living in a mobile home?.		parti ular types of dwellings and why they are suited to their families! life styles.
. Planned cities or communities	What are planned cities?	What are planned cities?. Why are they being considered?	۲- ۲۰	Invite an architect to class to discuss modern concepts of living and city planning.
. Dehumanization	How can people develop a sense of belonging?	a sense of belonging?		The class might organize working committees in the school (with the cooperation of the ad-
·				ministration) to help tudents develop a sense of belonging. Activities might include cleaning up buildings and grounds, main- taning bulletin opards, or working on recreation areas.
. Noise vollution	What effects do excess a problems can and do res	What effects do excess amounts of noise have on individuals? What health problems can and do result? Does noise increase the chances of accidents? What can each person do to help alleviate excess noise?	duals? What health chances of accidents?	Have a student do research and make an oral report to the class on recent noise pollution research in relation to hearing loss.

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NS.

CONTENT	Physical	MOTIVET NG QUESTIONS Memal-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	What particular situation home? At various jobs?,	What particular situations in the school setting create noise pollution? In the home? At various jobs?,	noise pollution? In the	Greate distractions in the class- room while the class does a
	How can a more desirab school and at home?	How can a more desirable atmosphere for learning he established both at school and at home?	established both at	routine written assignment. After their work is completed, review the effect of noise on quality of work, concentation, and tension level, discuss with class.
	How do modern life and the What are some modern in act as sources of noise?	How do modern life and the emphasis on mechanization add to noise pollution? What are some modern inventions and gadgets that have aided man but also act as sources of noise?.	a add to noise pollution? re aided man but aiso	Have students conduct an experiment in which the hearing of several class members is tested with an audiometer before and after they are exposed to loud rock music in a small room for a period of time.
. Air pollution	Are urban areas more s What are some major c	Are urban areas more affected by air pollution than other areas? Is so, why? What are some major cities doing to combat air pollution?	her areas? L so, wby? ion?	Have a group of students investigate which major cities of the United States and the world are plagued with air pollution. Have them report on those most affected, major causes of pollution there, and some things that are
				being done by government and industry to combat the pollution.
, Inadequate recreational facilities and increased leisure time	Do we have nore leisur liow ten problems deve recreational facilities a munity as a whole?	Do we have nore leigure time than in the past? If so, why? Ilw can problems develop from increased leisure time? How do inadequate recreational acilities and activities affect individuals, families, and the com- munity as a whole?	why? e? How do inadequate , families, and the con-	As a group, review your community's recreational program. Decide whether you feel it is adequate for the number of people and their needs.
	How can constructive leisuring in facilities and money?	How can constructive leisure time activities be provided in a community lacking in facilities and money?	led in a convnunity lack-	riave a student interview the mayor or city recreation director concerning the community's plan for recreation. Report to class.

AND SAFETY
Environmental health
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LEVEL A. CONTENT	M	MOTIVAL'NG QUESTLONS MentalEmotional	Socio - Cultural	LEARNING EXPERIENCES
	Should school facilities,	Should school facilities, such as gyms, workshops and typing rooms, be onen during "off hours" for the benefit c. students or others in the community?	d typing rooms, be others in the community?	Appoint a committee to devise a plan that would provide ade-
	How does wholesome req	How does wholesome regreation relieve boredom?		quate supervision of school facilities after school hours.
	What are some recreation for the rest of your life?	What are some recreational activities in which you could participate now and for the rest of your life?	ould participate now and	The committee might meet with an administration official to learn problems and possibilities in this area.
				Invite a school official to class to discuss the possibilities and problems involved in opening school facilities before or after school hours.
111	Are there advantages to	Are there advantages to unsupervised play? Supervised play? Discuss.	sed play? Discuss.	Conduct a symposium on "In- creased Leisure: A Blessing or a Curse?"
. Poverty		What are some problems of the poor and discionan- taged?	f the poor and dissivan-	Show films on problems of the city which depict the problems of the disadvantaned.
,	What opportunities are a	What opportunities are available for success if one is born into poverty?	born into poverty?	
. Fingration of the young	Why are people leaving fareas?	Why are people leaving the rural areas? Why are others moving into rural areas?	hers moving into rural	Invite your county agricultural agent to speak to the class
	Why are there so few yo	Why are there so few young adults in rural areas?		about making a living on a farm or ranch today and living in a rural community.
	What are the advantages of and disadvantages of iarming as an occupation? Of rural life in			Allow students to tell why members of their families or their friends have left or moved into rural areas.

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	3	MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING "XPERIENCES
Isolation	How is at possible to be is	How is it possible to be isolated in the rural setting?		Divide the class into buzz
Prohibitive costs for small farmer or rancher	Why is it so difficult for,	Why is it so difficult for a purson to get started in farming or ranching?	ing or ranching?	groups to analyze why people are leaving rural areas, and especially why young people are
	How is povorty in the rur	How is povorty in the rural setting different from that in the urban setting?	the urban setting?	leaving. They might analyze the effects of such migration on individuals and on rural industries, such as farming and ranching.
	How can some problems,	How can some problems, of rural life be alleviated?		Invite a member of the local Farm Bureau, cattleman's as- occiation, or rural electric office to discuse the new trends and opportunities in rural life.
	•			
Transient populations	What are transient popula areas?	tions? Why are they particula.	rly common in suburban	What are transient populations? Why are they particularly common in suburban If your school is in a suburban areas?
	How can transient people	How can transient people be encouraged to remain in the community?	community?	where they were born or where they have lived previously,
	What factors encourage n	What factors encourage neople to stay in a community?		pointing up the divergent back- grounds of the students.
Growth and living services	What are some of the serithe city?	What are some of the services needed in suburban areas that are available in the city?	that are available in	Have students write essays on why their community is a good
Affluence and social prob-	What social problems mig	What social problems might be found in an affluent area?	D.	place to live and how it could be made better.
Lack of pride in the community	Why does a community ne work to have pride?	Why does a community need pride? "/hy must suburban areas especial., work to have pride?	areas especial,,	Have two teams of students de- bate the question of pride in
	To what can lack of pride lead?	lend?		their own community.
	What are some external signs of civic pride?	igns of civic pride?		Have students report on the

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CONTENT	Physical	MOXIVATING QUESTIONS Vental-Emotional	Secio - Cultural	LEARNING EXPERIENCES
	How can people brook	How can people occome more involved in their community?		and the second second second second
				Thamber of Commerce to dis-
				community and why pride in it is desirable.
High cost of living	How can the high cos	How can the high cost of living that generally exists in suburbia relate to	guburbia relate to	Assign a committee of etudents
	family and community health problems?	y health problems?	:	to report on how the cost of
				living index is figured, what it
				means and how it has changed in the last 15 years.
	How can individuals v	How can individuals work toward stopping the rising cost of living?	ost of living?	Divide the class into buzz
			ı	groups to discuss how reduction
				of living costs can be accom-
				plished by an orderly and real- listic approach to spending and
				borrowing money.
				Conduct a panel discussion on
		•		the importance of living within
				; und
Social pressures	What social pressure reduced?	What social pressures exist in suburbia? Why? How can they be removed or reduced?	can they be removed or	Through class discussion, point out examples of how people tend
	Can a person be popu	Can a person be popular without submitting to social pressure?	ressure?	to imitate and try to outdo their neigh, 's
	,			
	Is conformity an aid o	Is conformity an aid or hindrance to personality development?	opment?	
	What is meant by "ke	What is meant by "keeping up with the Joneses"?		Class debate: "Are people
	How do social pressu	How do social pressures affect one's health?		status corscious?"
	What are the reasons	What are the reasons for absentee parents?		Invite a member of the local
		• • •		P-TA to visit the class and discuss the parent-child relation-
		•		ship during the junior high school

BANCAREA: ENVIRONMENTAL HEALTH AND SAFETY

Secio-Cultural rents are working? How circumstances? te if this situation be-	LEVELA				
What happens to the stability of the home when both parents are working? How is stress placed on members of the family under such circumstances? What are the possible consequences of absentee parents if this situation becomes chronic?	CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
What are the possible consequences of absentee parants if this situation becomes chronic?		What happens to the	stability of the home when both pare: members of the family under such ci	nts are working? How rcumstances?	
		What are the possib	le consequences of absentee parents ;	if this situation be-	Conduct a role-playing session depicting a home where the
					parents are present and one in which the parents are absent a
114					great deal of the time. Dis- cuss the health implications.
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BANCAREA: ENVIRONMENTAL HEALTH AND SAFETY
CONCEPT: Hazards arising from man's interaction with his environment affect his health and behavior.

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LEVEL 3 SUBCONCEPT: Identifying environmental health problems is essential to the total health of the community.

. Poverty

CONTENT	Physical	MOILVAIING OUESTIONS Mental Frotional	Socio-Cultural	LEARNING EXPERIENCES
Poverty	How widespread is pover statistical purposes?	How widespread is poverty in the United States? How is poverty defined for statistical purposes?	ow is poverty defined for	Have students research and report on the prevalence of poverty in the United States.
. Physical implications	What effects can pover- ty have on nutrition? On medical care?	. ,		Have a nutritionist discuss with the class the nutrition survey in Texas. (See bibliography.)
. Mental and emotional implications		How might an individual be affected by the knowl- edge that he is poor? How could he overcome feelings of frustration or inferiority?		Have a committee interview a psychologist or social worker on the mental and emotional implications of poverty.
. Socio-cultural implications			. What opportunities are available for success if one is born into poverty?	Invite a member of a philan- thropic or charitable organiza- tion which works with the poor
			What can the poor or dis- advantaged do for them- selves? Do they need help from others?	and disadvantaged to come to the class and talk about poverty problems. Follow with a ques- tion-answer period.
			Will there always be poor and disadvantaged people in the world? Explain your answer.	

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LEVELB				
CONTENT	Physical	MOIIYATING OUESTIONS M-nub-Emotional	Socio - Culturat	LEARNING EXPERIENCES
. Unemployment				-
. Chuses	. What are some causes of unemployment?	i unemployment?		Ask a member of the Texas
				Employment Commission to speak to the class about employ- ment and unemployment prob- lems.
. Results	What are come possible health-related results.)	What are come possible undestrable results of unemployment? (Emphasize health-related results.).	rrent? (Emphasize	Through class discussion, develop interest in the topic; then assign oral reports on causes, outcomes, and related problems of unemployment.
. Education	How does education or 1	Now does aducation or lack of it relate to environmental health?	health?	Assign research reports on the place of education in society today. (The teacher must lay the foundation for understanding the importance of education in
				raising standards of living.)
. Job opportunities	What effect does hie ext	What effect does the extent of one's education have on his future?	s future?	Have a class debate on "Should One Finish High School?" It is extremely important that both sides of the issue are presented so that students can make their own judgments intelligently.
. Earning power	is there a need for havin	Is there a need for having more than one vocation today?		Secure information from the Texas Employment Commission on the jobs open to individuals according to amount of education and technical training. Have class compare desirability of the jobs and earning power.

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FURTHOO		MOTIVATING QUESTIONS		
	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Societal demand	What programs are of	What programs are offered for the unskilled, semiskilled or dropout?	tilled or dropout?	Invite an official of the local,
	- ,			state, or federal vocational
	_	•		Course centers of school
				course for education apportunit
				ties for education and training
		•		for the unskilled, semiskilled,
				or dropout.
Delinquency and crime				
. Rising crime and its impor-	What effects do deling	What effects do delinquency and crime have on the individual and society?	dividual and encions	H
tance to society	What problems can be	What problems can be traced to increased crime rates, particularly in the	es. particularly in the	member of the local law a
	cities?		2 (Concession of the local law e
		•		torcement agency (presert ity a
		•		person in an administrative
				position) on the problem of
				crime and delinquency in your
				community.
			,	ω
	Wilet SOCIAL AND ENVIR	where excited and environmental problems may lead to crume?	crime?	Have students interview a
				sociologist or social worker
	Do prejudice and inequ	Do prejudice and inequality influence delinquency and crime?	Crime?	and report on social and envi-
		•		
	_			ronmental factors that may
	-	•		lead to crime.
. Health problems and crime	How can crime be rela	How can Crime be related to health problems?		1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
		•		THE PROPERTY STORY
	Why is			port to the class on the relation-
	" " " " " " " " " " " " " " " " " " "	ng, arriong yourn?		ship of crime to health problems.
Traffic congestion and accidents	Why is congestion a m	Why is congestion a major problem in Texas?		The state of the s
		•		local county or attended
	Why are traffic accide	Why are traffic accidents a major health concern?		Control nermonnel to get data
	W andaya i	•		on traffic accidents and use of
	At what particular tim	At what particular times, places, and ages are accidents most likely to occur?	ents most likely to occur?	woods fodom to commend to
				that of ten men and then the
				List of ten years ago. nave the
				student report to class on these
		•		findings. The safety and driver
		•		education teacher might also
				be a good amire for such infor-
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JANCARRA: ENVIRONMENTAL HEALTH AND SAFETY

What are the physical, mental, and cultural amplications of traffic congestion? The population explosion How do population figures of the United States and the world compare to those of 10 years ago, 60 years ago, and 100 years ago?	Socio-Cultural cultural amplications of traffic congestion?	LEARNING EXPENIENCES Have buzz session to come up with ideas on solutions 'r traffic congestion. Have a student write the National Safey Conneil for information concerning safety improver
o a i on	cultural implications of traffic congestion?	Have buzz session to come up with ideas on solutions 'r traffic congestion. Have a student write the National Safety Council for information concerning safety improves
o a jou		Have a student write the Nation al Safety Council for informatic concerning safety improve-
oaton		ments both in automobiles and in highways.
oeion		Invite the regional safety edu- cation representative from the Department of Public Safe- ty to address the class on what the DPS does to promote safety.
	ed States and the world compare to those 00 years ago?	Have a student make a bar graph on paperboard or on an overhead transparency shrwing population figures by continent for the list 10, 60, and 100 years.
. Causes		
Decrease in the death rate By eliminating curtain diseases, how has man created new problems? New	whas man created new problems? New	Make two lists on the board of diseases that were the major
Decrease in infant and What are man's major health problems today? What were they in 1900? maternal mortality rates	ms today? What were they in 1900?	day. Discuss why they are dif- ferent for the two periods.
. Increase in life span "what is gerontology? What is geriatrics?" What are some special problems of the aged?	trics? 	Have a panel discussion on special problems of the aged in the home. This should in-

CONTENT	Physical	MOTIVATING OUESTIONS MentalEmotional	Socio-Cultural	LEARNING EXPERIENCES
				and in providing for special physical and mental needs of the aged.
				Have a committee interview several recently retired persons and report to the class on problems of adjustment in retirement.
				Have several students investigate the different customs in other countries related to the aged.
Effects . Food shortage	In what areas of the wor	In what areas of the world are there food shortages? Is this related to over- population?	Is this related to over-	Assign reports on the incidence
	Is there hunger in the United of food in the United States?	Is there hunger in the United States? Why? Is there a shortine or a surplus of food in the United States?	e a shorte, e or a surplus	throughout the world. Have students try to identify the areas where hungar is directly re-
	What are scientists' and and others reparding pop	What are acientiats' and economists' predictions for the future in this country and others regarding population growth and availability of food?	the future in this country ity of food?	lated to overpopulation,
			How is the socio-economic level of a country related to population problems?	
	What bealth problems are rulated to over-population?		What sociological prob- loms are related to over- population?	Assign research on the effects of overpopulation on grazing and food-groving areas and its
	Is all food fally utilized?			cilect on health and attitudes o' people in overpopulated areas.

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CONTENT	Physical	MOLLYATING OUESTIONS Mental Handlond	Secto-Cultural	LEARNING EXPERIENCES
. Shortage of space and	How does the problem o	How does the problem of adequate living space relate to one's health?	to one's health?	Assign a committee to report
housing		Can be seen that the second of a second be seen to be seen to see the second of the		on various areas of the world
		hieras messans sadstrem emission		is imminent. Have the atu-
		. What is housing hygiene?		dents try to learn whether any
				of the areas involved are con- sidered to be overpopulated.
	How do close quarters add to the possibility			Use buzz sessions to identify health-related numbers in
	of communicable dis-			Crowded areas.
	Do overrrowded condition the home? Explain,	Do overrrowded conditions prevent the maintenance of good health practices in the home? Explain,	of good bealth practices in	
	How do poor housing cor	How do poor housing conditions create new health problems?	poleme?	
	What health problems de	What health problems develop from vermin infestation?	- Lud	Invite a loc il sanitation engi-
				vermin in certain areas of the community and what can be
				done about them,
. Water pollution	Why is water pollution b	Why is water pollution becoming an increasing problem nationally and state- wide?	em nationally and state-	Assign outside reading on the
. Causes				pollution and then have students
Industrial Western	and to more than the state of the property of the state o	How to industrial and here a make a make a second for a single (single but of world).	for deliabling part of the	submit written reports on the
	tion?			assemble and present the main
				ideas.
	Is local industrial waste a problem?	a problem?		Have a group of students inter-
				neer about local problems of
				water pollution.

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CONTENT	Physical	MOTIVATING OVESTIONS Meutal-Emorional	Socio-Cultural	LEARNING EXPERIENCES
. Pesticides	Why is the indiscriminal health and life?	Why is the indiscriminate use of pesticides considered dangerous to human saith and liis?	angerous to human	
. Municipal and individual waste and refuse	What precautions are tal drinking water?	What precautions are taken by municipalities to prevent contamination of drinking water?	contamination of	Take the class on a field trip to the local sewage treatment
	What are some of the chemicals added to water for purification?			and water purification plant. Discuss findings in class.
	Why is fluoridation a controversial issue?	ntroversial issue?		
	What is fluorosis?			
•	What is methenioglobi			
	What is the advantage of	What is the advantage of a septic tank over a cesspool in the disposal of wastes?	the disposal of wastes?	
	Why should we be concer	Why should we be concerned about the purity of water?		Have a student give an oral re-
	How is water misused?	How is water misused? . Why should we be concerned about the use of water?	ut the use of water?	port of what has happened to Lake Erie because of pollution,
	How important is water water?	How important is water for Me? Can man live longer without food or without water?	thout food or without	follow with a question-answer period. The teacher may as- sist in answering questions
				where needed. This information may be secured from the Government Printing Office or local library.
. Atomic wastes	How might water be pollyted by atomic wastes?	ited by atomic wastes?		Have students research and report on how and where water is
Ellecta				polluted by atomic wastes.

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CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Human illasse	What health problems are related to the con- termination of drinking water?			Have students make a bulletin board display about diseases related to unsafe drinking water. (Pamphlet materials are available from the State Department of Health.)
Shortage of water suitable for human consumption	Where is there a drinki	Where is there a drinking water shortage because of water pollution?	ollution?	Have students research and report on instances where pollution has been blamed for a shortage of drinking water or destruction of marine life.
. Destruction of marine life	How is marine life deet extent?	How is marine life destroyed by pollution? Where has this happened to a great extent?	appened to a great	
Chortage of water suitable for human recreation	Where has water recre	Where has water recreation been affected by pollution?		Have students take a water sample of their favorite water recreation area and have it tested by the State Department of Health.
Pollution of soil and food crops	What is the effect of pe	What is the effect of pesticides in fertilizer on water purity?		Invite the county agricultural agent to speak to the clas so the various ways to rapply pesticials to crops, which methods are most beneficial and most safe, potential dangers of pesticiales, and present and proposed regulation of pesticides. Ask a member of the camera or photography club (or another student in class who can use a camera) to take some pictures

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AANC AREA: ENVIRONMENTAL HEALTH AND SAFETY	
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BASIC AREA:	LEVEL B

LEVELB				
CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
				try to identify the source(s) of the pollution.
. Air pollution .				
. Causes				
. Industrial wastes	What causes pollution i	What causes pollution in the air? What is smog?		Write to the Texas Air Control
	Which industries are most responsible common in some areas than in others?	Which industries are most responsible for air pollution? Why is smog more common in some areas than in others?	17 Why is smog more	Board for information concening the problem of air control and pollution in Texas.
	What cities are especially plagued by smog?	ily plagued by smog?		Use this information as a basis for class discussion,
	How are geography and	How are geography and topography related to smog?.		Have several students report
	What is photochemical smog?	. Sports		to the class about places they have visited where they have
	Why is air pollution a major problem?	najor problem?		witnessed polluted air, how it affected them, known or pos-
				sible causes of the pollution, and what might have been done about it,
. Internal combustion wastes	How are some governm bile exhaust?	How are some governmental agencies combatting air pollution from automobile exhaust?	ollution from automo-	Assign students to report on laws passed at federal, state, and local levels to combat air polution from vehicles.
. Atomic wastes	Have nuclear weapons (Have nuclear weapons tepts by various nations affected the purity of the air?	the purity of the air?	Assign reports on current research into the effects of atomin fallout from weapons tests.
	Have nation - other than tests underground?	Have nation other than the United States agreed to conduct atomic weapous tests underground?	duct atomic weapous	Have a student report orally on treaties between the great powers regarding nuclear test-
				ing and similar treaties that may be under negotiation.

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CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Uncontrolled burning	How does uncontrolled	How does uncontrolled burning of household and incluse and forest	Lal refuse and forest	Have students survey their com-
. Household and industrial burning of refuse	ilres contribute to air politution			munity and report any uncon- trolled burning of refuse or wooded areas.
. Fornst fires				
. Effects				
. Respiratory ailments in man	What respiratory disea	What respiratory diseases are believed related to air pollution? Are there health aspects, related to being in a room with a smoker? Explain,	pollution? th a smoker? Explain.	Have one student report on the Donora, Pennsylvania, incident in which air pollution killed thousands. Material is available from the public library.
. Destruction of animals and plant life	What evidence is there	What evidence is there that animals and plants are affected by air pollution?	ected by air pollution?	Show a film on the effects of air pollution on human, animal, and plant health. Have class discussion on the implications.
. Weather and climate changes	What are some theories atmosphere? How can air pollution a	What are some theories of the long-range effects of air pollution on the earth's atmosphere? How can air pollution affect local weather patterns?	ir pollution on the earth's	Assign reports on current scientific research and theories about the long-range effects of increased air pollution on climate and we, ner of the earth,
. Economic loss	What is the "stimated cost of air pollution?	cost of air pollution?		Have students look up statis- tics and report on economic losses from air pollution.
. Illass or death from nuclear radiation	What are immediate ar	What are immediate and long-term effects of large amounts of atomic radiation? Assign reports on the harmful effects of nuclear radiation and account to the second second to the second second to the	nounts of atomic radiation?	Assign reports on the harmful effects of nuclear radiation and
. Physical or genetic illness or death from nuclear radiation	How can exposure to nuclea	How can exposure to nuclear radiation harm children yet unborn? What is residual radiation?	yet unborn?	areas where such radiation has left its mark.

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CONTENT	Physical	MOTIVATING OUESTIONS Memin-Eminimal	S Socio - Cultural	LEARNING EXPERIENCES
. Education	What can be done to close tent and incompetent?	What can be done to close the gap that exists between the educationally competent and incompetent?	the educationally compe-	Mave buzz sessions to discuss how people might develop self-
	How does education aid m	How does education aid man in the present and in the future?	future?	discipline for good bealth and safety practices.
	What can be done to motivate the unmotivated?	vate the unmotivated?		
. Delinquency and crime	What can be done to alley	What can be done to alleyiate the problems of crime and delinquency?	and delinquency?	Encourage participation in school activities. Organize
				clubs and groups for the less gifted, less artistic students. Give responsibility to those stu- dents bordering on crime or delinquency.
	What are some personality to crime? How might a p	What are some personality and social factors that may lead a young person in- to crime? How might a teen-ager be belped to avoid a life of crime?	ty lead a young person in- a life of crime?	Have a panel discussion on ways a young person can be belped
	What family or environment a crime?	What family or environmental problems might cause, a young person to commit a crime?	a young person to com-	to avoid crime.
	What can be done to edup	What can be done to eduçate youth in your community to prevent crime?	y to prevent crime?	Invite members of the P-TA and local civic groups to the school
	How effective is peer 275	How effective is peer 27oup influence on crime prevention among youth?	ention arrong youth?	to discuss ways of establishing positive outlets for teen-age enthusiasm and energy. Resealuate local recreation programs.
	Is respect for law and of Discuss.	Is respect for law and order important to maintaining stability in our society? Discuss.	g stability in our society?	Have students write the Texas Youth Conference, 1305 San Antonio Street, Austin, Texas 78701, for information on youth development and law enforce- ment.
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BANC ARLA: ENVIRONMENTAL HEALTH AND SAFETY
CONCEPT: Hazards arising from man's interaction with his environment affect his health and behavior.

CONTENT	Physical	MOJIVATING QUESTIONS Ments Hemotional	Socio - Cultural	LEARNING EXPERIENCES
. Research into environmental problems				
. Poverty				
. Governmental action	What steps have been tal	What stops have been taken and are being taken by federal, state, and local governments to deal with health problems as they are related to poverty?	eral, state, and local related to poverty?	Assign reports on various federal, state, and local scen-
	What is the U. S. Office agencies whose purpose	What is the U. S. Office, of Economic Opportunity? What are some of its agencies whose purpose is to help the poor meet their health needs?	hat are some of its health needs?	cies that deal with health prob-
. Medical services	What do the poor and dishealth?	What do the poor and disadvantaged need besides money to improve their health?	ey to improve their	Invite an official of the regional
	What is the State of Texa	What is the State of Texas doing to improve medical care to the poor?	are to the poor?	Agency to speak to the class on the many needs of the mony needs of the mony
	What can a teen-ager do,	What can a teen-ager do to help wipe out poverty?		how some of these are being met, and how teen-agers can
				help. One of these officials may be found through the local mayor or county indee
. Housing needs	What can be done to attack a various groups of society?	What can be done to attack and solve problems of poor living conditions of various groups of society? (Focis on your own area if such problems exist.)	living conditions of f such problems exist,)	Have the class make a checklist of essentials for a mistal.
	Why is city planning necessary?	SBBary?		dwelling.
				Have students secure a copy of the city's housing code and discuss its value,
	•			Show two fibms, one depicting a region or country where there is adequate housing and space

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TENT	Physical	Mental-Esotional	Socio - Cultural	LEARNING EXPERIENCES
				and one depicting opposite con-
				each. This project may be done
				in cooperation with the social
				studies teacher.
al needs	What are some ways we.	What are some ways we can solve our food problems on an international,	an international,	Assign a student to report to
	national and local scale?			the class on "The Sea as a
	What are some indication	What are some indications that the food quest will become an increasing prob- lem?	ne an increasing prob-	Source of Foot, Follow with a question-answer session.
	What were the results of	What were the results of the Texas Nutritional Survey?		Write to the School Lunch Divi-
				sion, Texas Education Agency,
				for a report on the Texas Nutri- tional Survey,
	Most of the Control o	How we will in the second seco		
	make more food available to man?	intermed to used successions	draw or Arrenner in	through a modern food pro-
		•		cessing plant, Beforehand,
	How has food technology	How has food technology improved the quality of processed food?	sed food?	have the class propare some
				specific questions about food
				production, preservation and processing to ask during the tour.
	How can crop quality and	How can crop quality and quantity be improved? What research in the field is	research in the field is	Invite a soil conservationist or
	being conducted in Texas?	٠.		county agricultural agent to
	What is now being done t	What is now being done to get more production from land?	d?	speak to the class on agricul- tural research to improve the
				quality and quantity of food
	available for the U. S. population?	what fore do lederal and state agencies play in the quality and quantity of food available for the U. S. population?	ity and quantity of 100d	products. A student might interview one of these officials
				for the information and report to the class.

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CONTENT	Physical	MOTIVATING QUESTIONS Mental+Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Unemployment	What is being done in you	What is being done in your community and in Texas to fight unemployment?	fight unemployment?	Have two or three students interview the director of the local Texas Employment Commission office to learn what is being done to help train and place the unemployed.
. Education	To what extent do sociolo empioyment status?	To what extent do sociologists and social workers believe education influences employment status?	ieve education influences	Have students collect current newspaper and niagazine arti- cles concerning the effects of education on employment of individuals and use as the basis for reports.
	How uoes the philosophy of Is emphasis in education why not?	How uoes the philosophy of education change with changing national attitudes? Is emphasis in education different from what it was in 1950, 1960? Why or why not?	ging national attitudes? 1950, 1960? Why or	Have a committee research and report orally on changes in educational emphasis since the launch of Soviet Sputnik I.
. Delinquency and crime	What can reen-agers do to How effective are teen jui. What logal and social aid	What can reen-agers do to help fight delinquency and crime? How effective are teen juries for youthful lawbreakers? What logal and social aid is available to the youthful lawbreaker?	rime? ? twbreaker?	Ask a local lawyer or judge to speak to the class, or have stu- dents interview him and report to the class, on what is being done to combat delinquency and
	What is the local district	What is the local district attorney's policy concerning first-time offenders?	first-time offenders?	crime, what else needs to be done, and, specifically, what teen-agers can do to help.
. Traffic congestion and accidents	How are highway enginee; gestion? Do freeways and turnpike	How are highway engineers and airport planners merting the problem of congestion? Do freeways and turnpikes add to or detract from congestion?	ing the problem of con- gestion?	Display a n. p of the interstate highway system. The teacher may recall travel experiences before the system was begun, and students may describe trips
				on the present system.

BANC AREA: ENVIRONMENTAL HEALTH AND SAFETY

What recent safety devices have been included safety? Who is falph Nader? What role has he player automobile industry? Why is safety difficult to "seil" and practice? What effect does driver education have on the who have had driver education get lower automy. How does the driver's behavior influence traff.	What recent safety devices have been included in automobiles to aid passenger safety? Who is Lalph Nader? What role has he played in safety developments in the automobile industry? Why is safety difficult to "seil" and practice?	
	role has he played in safety developments in the sil" and practice?	Assign several students to contrast automobile construc-
	sil" and practice?	tion in the last 15 years.
		Form buzz sessions to discuss how safety can be made meaningful to individuals.
	What effect does driver education have on the accident rate? Why do those who have had driver education got lower automobile insurance rates in Toxas?	Have a student interview the driver education teacher for statistics on the effect of driver education on the accident rate,
	How does the driver's bahavior influence traffic congestion and accidents?	Have three groups of students report on the roles of high- ways, automobiles, and driv- ers in preventing accidents.
	How can we increase the rate of food and materials production to meet the ever increasing population needs?	Form a symposium to express opinions on population control.
What checks do we have on p Explain.	What checks do we have on population growth? Is legislation the answer? Explain.	Assign some background read- ing prior to symposium to that students will have something meaningful to contribute. A class discussion should follow.
Can science and technolog/	Can science and technolog/ solve the world's population problem?	Have a four-man debate on the question: Can science and technology solve the world's population problem?
What is the responsibility of tion growth?	What is the responsibility of the individual in solving the problems of population growth?	Open discussion should follow the two learning experiences suggested.



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BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

CONTENT	Physical	MOXIVATING QUE TIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
. Water pollution	What can be done to ma	What can be done to mainthin our safe drinking water supplies?	r supplies?	Show film on how to prevent
				and eradicate water pullution problems. Use the film as a point of reference in class discussion.
				Assign a student to find out and report to the class any positive steps being taken by your community to combat water pollution.
	Where does your comm	Where does your community obtain its drinking accer?	e	Interview the city sanitation
	What does "state approaproved?	What does "state apprived" mean? Is your community's water supply state approved?	ity's water supply state	director to determine the nature of the local sewage treat- ment system and report to class.
	Fow is the sewage from your comm How do streams purify themselves?	Flow is the sewage from your community treated? How do streams purify themselves?		Have students write a paper contrasting sanitation prac-
	How is it possible to us	How is it possible to use the same water over and over?	er?	tices of today with those of a century ago. Include increasing needs of the future.
	Is there a water shortage in the for supplying additional water?	Is there a water shortage in the community? If so, what sources are available for supplying additional water?	what sources are available	Take students on a tour of local water treatment facilities.
	How would one go about	How would one go about having a private water supply analyzed?	, y analyzed?	
	Are sufficient bodies of water boating, fishing and other red How can this be determined?	Are sufficient bodies of water available in the community for swimming, boating, fishing and other recreational purposes, as well as for irrigation? How can this be determined?	unity for swimming. well as for irrigation?	Take students on a tour of a nearby flood-control dars and find out conditions in which it holds or releases water, its recreational offerings, etc.
	What are sonie new me	What are some new methods of obtaining drinking water?		Have students investigate various methods of desalinization of water

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BASIC AREA: ENVIRONMENTAL HEALTH AND SAFETY

nization? dividual's pesponsibility in the control of air pility of industry? Provisions of the Glean Air Act ci 1963, which aproved methods of helping local and state ages aftest developments in the control of air polluti?	CONTENT	A CANADA	MOLLY ATING QUESTIONS Mental Emotional	Socio - Cultural	LEARNING EXPERIENCES
What is the individual's pesponsibility in the control of air pollution? What is the responsibility of industry? What are the provisions of the Clean Air Act of 1963, which gives the federal government improved methods of helping local and spate agencies control air pollution? What are the latest developments in the control of air pollution in the area of transportation?					
What is the individual's pesponsibility in the control of air pol'vition? What is the responsibility of industry? What are the provisions of the Clean Air Act of 1963, which gives the federal government improved nethods of helping local and state agencies control air pollution? What are the latest developments in the control of air pollution in the area of transportation?		What is desalinization?			Select a country or state that
What is the individual's responsibility in the control of air pol'vition? What is the responsibility of industry? What are the provisions of the Clean Air Act of 1963, which gives the federal government improved methods of helping, local and state agencies control air pollution? What are the latest developments in the control of air pollution in the area of transportation?					has a serious water shortage
What is the individual's responsibility in the control of air pol'ution? What is the responsibility of industry? What are the provisions of the Clean Air Act of 1963, which gives the federal government improved methods of helping local and spate agencies control air pollution? What are the latest developments in the control of air pollution in the area of transportation?					or water pollution. Have stu-
What is the individual's responsibility in the control of air pol'vtion? What is the responsibility of industry? What are the provisions of the Clean Air Act of 1963, which gives the federal government improved methods of helping local and state agencies control air pollution? What are the latest developments in the control of air pollution in the area of transportation?					dents write or present orally
What is the individual's responsibility in the control of air pol'vtion? What is the responsibility of industry? What are the provisions of the Clean Air Act of 1963, which gives the federal government improved methods of helping local and state agencies control air pollution? What are the latest developments in the control of air pollution in the area of transportation?					reports on me propress and
What is the individual's responsibility in the control of air pol'ution? What is the responsibility of industry? What are the provisions of the Clean Air Act of 1963, which gives the federal government improved methods of helping local and state agencies control air pollution? What are the latest developments in the control of air pollution in the area of transportation?					attempts peing made to solve them,
What are the provisions of the Clean Air Act oi 1963, which gives the federal government improved methods of helping local and state agencies control air pollution? What are the latest developments in the control of air pollution in the area of transportation?	. Arr pollution	What is the individual's	responsibility in the control of	fair pol'vtion? What is	Have students write essays on
ovisions of the Clean Air Act ci 1963, which gives the federal proved methods of helping local and state agencies control air test developments in the control of air pollution in the area of	•	the responsibility of ind	ustry?		what each person can do to fight
ovisions of the Clean Air Act ci 1963, which gives the federal proved methods of helping local and state agencies control air test deve opments in the control of air pollution in the area of					air pollution.
proved methods of helping local and state agencies control air test developments in the control of air pollution in the area of		What are the provisions	of the Clean Air Act of 1963.	which gives the federal	Have a student renort to the
test deve jopments in the control of air pollution in the area of		government unproved m	rethods of helping local and star	te agencies control air	class the provisions of the
test developments in the control of air pollution in the area of		pollution?		1	Clean Air Act of 1963. Follow
test developments in the control of air pollution in the area of					with class discussion,
		What are the latest deve	opments in the control of air	pollution in the area of	Have a group of students make
antipolution exhaust systems on automobiles. Show a film from the Department of Health, Education, and Welfare on air pollution Con- Have several students write to the National Air Pollution Con- trol Administration, Department of Health, Education, and Welfare, 801 North Randolph Street, Arlington, Virginia 22203, for information on the effects and control of air pol- lution. 19s othis material for a bulletin board or as a basis for oral reports or class dis-		transportation?			oral reports on recent develop-
antipolution exhaust systems on automobiles. Show a film f.om the Department of Health, Education, and Welfare on air pollution Conthe National Air Pollution Control Administration, Department of Health, Education, and Welfare, 801 North Randolph Street, Arlington, Virginia 22203, for information on the effects and control of air pollution. Josephia material for a builtin jose this material for a builtin jose the material for control or all reports or class disconsistents.					ments in the manufacture of
Show a film from the Department of Health, Education, and Welfare on air pollution. Have several students write to the National Air Pollution Control Administration, Department of Health, Education, and Welfare, 801 North Randolph Street, Arlington, Virginia 22203, for information on the effects and control of air pollution. Jse this material for a bulletin woard or as a basis for oral reports or class discovered.					antipollution exhaust systems
Show a film from the Department of Health, Education, and Welfare on air pollution. Have several students write to the National Air Pollution Control Administration, Department of Health, Education, and Welfare, 801 North Randolph Street, Arlington, Virginia 22203, for information on the effects and control of air pollution. Is this material for a bulletin woard or as a basis for oral reports or class dispersence.					on automobiles.
Melfare on air pollution. Have several students write to the National Air Pollution Control Administration, Department of Health, Education, and Welfare, 801 North Randolph Street, Arlington, Virginia 22203, for information on the effects and control of air pollution. Use this material for a bulletin uoard or as a basis for oral reports or class dis-					Show a film (com the Depart-
Welfare on air pollution. Have several students write to the National Air Pollution Control Administration, Department of Health, Education, and Welfare, 801 North Randolph Street, Arlington, Virginia 22203, for information on the effects and control of air pollution. Use this material for a bullion. Use this material for a bulletin uoard or as a basis for oral reports or class dis-		~			ment of Health, Education, and
Have several students write to the National Air Pollution Control Administration, Department of Administration, Department of Health, Education, and Welfare, 801 North Randolph Street, Arlington, Virginia 22203, for information on the effects and control of air pollution. Use this material for a builten uoard or as a basis for oral reports or class dis-					Welfare on air pollution.
Have several students write to the National Air Pollution Con- trol Administration, Depart- ment oi Health, Education, and Welfare, 801 North Randolph Straet, Arlington, Virginia 22203, for information on the effects and control of air pol- lution. Use this material for a bulletin uoard or as a basis for oral reports or class dis-					
trol Administration, Department of Health, Education, and Welfare, 801 North Randolph Street, Arlington, Virginia 22203, for information on the effects and control of air pollution. Vise this material for a bulletn noard or as a basis for oral reports or class dis-					Have several students write to
trol Administration, Department oi Health, Education, and Welfare, #801 North Randolph Street, Arlington, Virginia 22203, for information on the effects and control of air pollution. Jsc this material for a bulletin uoard or as a basis for oral reports or class dis-		***************************************			the National Air Pollution Con-
ment of Health, Education, and Welfare, 801 North Randolph Street, Arlington, Virginia 22203, for information on the effects and control of air pol- lution. Use this material for a builtin uoard or as a basis for oral reports or class dis-			•		trol Administration, Depart-
Welfare, 801 North Randolph Street, Arlington, Virginia 22,503, for information on the effects and control of air pol- lution. Use this material for a bulletin board or as a basis for oral reports or class dis-					ment of Health, Education, and
Street, Arlington, Virginia 22203, for information on the effects and control of air pol- lution. Jse this material for a bulletin topard or as a basis for oral reports or class dis-			•		Welfare, 801 North Randolph
22203, for information on the effects and control of air pol- lution. 19e this material for a bulletin uoard or as a basis for oral reports or class dis-			•		Street, Arlington, Virginia
effects and control of air pol- lution. 'Jost this material for a bulletin uoard or as a basis for oral reports or class dis-					22203, for information on the
ilution. Use this material for a bulletin board or as a basis for oral reports or class dis-					effects and control of air pol-
a bulletin board or as a basis for oral reports or class dis-					lution. Use this material for
for oral reports or class dis-			•		a bulletin board or as a basis
		_			for oral reports or class dis-

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CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	What are the current lav	What are the current laws for the control of air pollution?	5 a	Assign a committee of students to report on the Texas Clean Air Act of 1967 and other national and state legislation.
	Fow can city planning co Why is there a need for	Fow can city planning contribute to the quality of air? Wby is there a need for continued abundance of green plants?	ants?	Have students interview the mayor or city manager regarding city planning to prevent or reduce air pollution. Report to chast.
Procedures for dealing with emergencies that arise from natural and human causes				
. Nuclear disaster				
. Bifects at the target orea	What are the effects of t	What are the effects of the thermal blast and radiation of nuclear weapons?	of nuclear weapons?	Invite the physics or chemistry teacher to discuss the effects of nuclear explosions.
. Dangern of fallout and radiation	What is fallout? How lo	What is fallout? How logg after the initial blast is fallout considered a danger?	ut considered a danger?	Information on atomic blast and fallout is available to the teacher from the Division of Adult and Continuing Education, Texas Education Agency.
	What are the dangers of home appliances, otc.?	What are the dangers of radiation from other scurces, such as lab equipment, home appliances, otc.?	such as lab equipment,	Have students report on recent studies or discoveries of radiation dangers from home or school devices.
. Preparation for living in a fallout shelter	What is a shelter? Describes must be met for a	What is a shelter? Describe some various types of shelters. What specifica- tions must be met for a shelter to be considered safe?	lters, What apecifica-	Have student committees write the Atomic Energy Commission, the Department of State or the Texas Education Agency for information on fallout shelter

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CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	What supplies should	What supplies should be included in a well-equipped shelter?	helter?	requirements and other informa-
	What is the national C	What is the national Givil Defense program?		tion on protection from radiation. Also secure pamphlet material on the work of the state radio- logical program,
	What provisions have nuclear attack?	What provisions have been made in your community for Civil Defense against nuclear attack?	or Civil Defense against	Have students determine the status of the local Civil De-
	What are your comm	What are your community's warning signals?		lense program,
	What is the National Shelter Program?	Shelter Program?		Show film, "Occupying a Shelter," and discuss with class.
. Emergence from fallout	How does one determ	How does one determine when to leave a shelter?		Have students surray your
shelter	What are some basic	What are some basic needs to be satisfied after life in a shelter?	n a shelter?	school and corumnity for fair- out shelter sites, stored sup- plies, and designated plans of action.
. Civil disasters	What is the role of th	What is the role of the Red Cross in aiding disaster victims?	rictims?	Secure material chout disester
. Floods and hyrricanes	How is the National G	How is the National Guard mobilized in a disaster area?	ea?	Givil Defense; the American
, Tornadoes	What is your city's disaster plan?	isaster plan?		ican Medical Association; or
, Major fires	What is your school's disaster plan?	s disaster plan?		tinuing Education, Texas Edu-
, Fransportation accidents	What is the local hos	What is the local hospital's disaster plan?		· Langer region
	What other volunteer disasters?	What other volunteer organizations besides the Red Cross commonly aid in disasters?	Gross commonly aid in	
	How do state and fede	How do state and federal governments aid victims of disasters?	disasters?	
	What does it mean wharea?	What does it mean when the governor or president declares an area a disaster area?	clares an area a disaster	
	What emergency supplies are needed?	olies are needed?		

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CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES

	MOLLYATING QUESTIONS		
Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIE
What are some pre-	What are some precautions after a civil disaster? .		
What are some sugg	What are some suggested procedures for protection from tornadoes and hur-	tornadoes and hur-	

What are some precautions after a civil disaster?	
What are some suggested procedures for protection from tornadoes and hur-ricanes?	
What is first aid? Who should administer first aid?,	Use by
What are the steps to be taken by the first aider when comforting a rick or injured person?	questi use th philos
What are some common emergencies?	emer
dow does one stop bleeding? What is a tourniquet? Why is it so dangerous?	or a to

. First aid and emergency care

Definition and purpose of

first aid

. General procedures in

handling emergencies . Common emergencies . Stopping beeding

demonstrate some of the proper Laboratory practice of proper techniques by each pupil, e a Red Cross instructor ouzz sessions or brainions about first aid and hese to develop a sound teacher trained in first o address the class and techniques in administering sophy of first aid and ning to answer basic gency care. first aid.

instruction must be primarily lecture-demonstration-practice. be taught when an accident oc-Incidental first aid can often

and emergency care is standard.

Where can one get proper information about the treatment of poison victims?

How should a wound be cleaned? What are the signs and symptoms of infection? NOTE: Since proper first and

What should a person do in the case of a burn? first degree? second degree? third degree? How are different degrees of burns recognized?

What is shock? Can the first sider prevent it? Treat it?

What are conditions a person should look for in a person who has had a fall?

. Caring for fall victims

What is a poison control o nter? What is its function?

What is the universal antidote?

What information is needed in telling someone about poisoning?

Caring for poison victims

preventir infection

Cleaning wounds and

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Treating and preventing

shock

Identifying and treating

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CONTENT	Physical	MOTIVATING QUESTIONS : Sental-Emoutonal	Socio - Cultural	LEARNING EXPERIENCES
	What are some consider	What are some considerations in handling and trating those who have had a	hose who have had a	
	fall? How should the injured be transported?	jured be transported?		
Storpage of breathing	What are the signs that breathing has stopped?	breathing has stopped?		
drowning)	What is cyanosis?			
	What are the proper eter pressure-arm lift metho recuscitation?	What are the proper eteps in applying artificial respiration by the back pressure-arm lift method? What is the proper technique for mouth-to-mouth resuscitation?	tion by the back ie for mouth-to-mouth	
	What are the advantages	What are the advantages of mouth-to mouth resuscitation?	m?	
	What is an Air-way? W.	What is an Air-way? Why is it dangerous for a first aider to use?	der to use?	
. Care of broken and lost teeth	What should be done tr a teeth?	What should be done traid the dentist with restocation of broken or fractured teeth?	of broken or fractured	Invite a dentist to speak or have a student committee interview
				broken and lost teeth as a first aid measure.
. Care of skeletal fractures				
. Unconsciousness	How do you determine if	How do you determine if a person is unconscious?		
Medicai self-help	What is medical self-help?			The teacher should secure a
	When is medical self-help recommended?	Ip recommended?		medical self-help but from the State Department of Health and present the legent to the class
	. —			
		.)		

IV-32

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BASIC AREA: COMMUNITY HEALTH

Concept: Community health involves individual responsibility and

group cooperation.

LEVEL A

Subconcept:

The health of a community is dependent upon each individual's accepting his role in the understanding, promotion, and maintenance of health.

- How an individual feels about health and the health of the community is dependent upon many factors.
 - . His health knowledge
 - The nealth and the cooperation of his family and his peer group
 - . His personal attitudes and beliefs relating to health
 - . His actions and his acceptance of personal responsibilities regarding health
- . Educating young people and adults to participate in the development of a healthful community is essential.
 - The role of the schools
 - The role of the citizen
 - The joint role of all segments of the society
- Professional personnel and their respective professional associates make contributions to the health of a community.
 - Physicians (M. D., D. O., D. D. S.) -- General practice and specialists
 - Local and county professional societies
 - State and national professional associations
 - Voluntary agencies
- . Available health care centers must be a part of every healthful community.
 - Solo and/or group practice facilities
 - City and/or county hospitals
 - Private hospitals
 - . Nursing homes
 - . State hospitals
 - Local and state health departments (These are to be covered in detail in the content for the next level.)

LEVEL B

Subconcept: Health problems are partially solved at the community level. It is through the joint efforts of many official and

nonofficial health agencies that all communities have the opportunitity to raise health standards.

. Agencies, financed through taxation, are essential for the health and well-being of all persons of all communities.



V-1

- . City and county health departments
- . State health departments, divisions, and personnel
- . The team of local and state agencies
- . Federal agencies
- . Voluntary health agencies provide a great volume of material on specific diseases. (To be discussed in detail in level C)
- . There are many organizations which have as a part of their objectives health services for individuals and communities.
 - . Youth organizations
 - . Civic organizations: Lions, Rotary, etc.
 - . Chambers of Commerce
 - . Religious organizations
 - . Fraternal lodges
 - . Nonprofit organications
- . Industry-related and commercial organizations provide many services which contribute to individual and national health.
 - . Health information
 - . Health programs as teaching aids

LEVEL C

Subconcept:

Agencies which have as their primary objective the promotion and maintenance of health do not follow the same organizational pattern; therefore, their functions are varied.

- . Specific research, information, and aid is provided by a vast array of voluntary health agencies.
- . State and national foundations have been set up to provide assistance in many areas of individual and community !ealth.
 - . Financial aid for research for specific diseases and for specific fields of medicine
 - . Information and assistance in solving health problems
- . International health agencies play a more important role in individual and community health than ever before.



V-2

COCAREA: COMMUNITY HEALTH

DNCEPT: Conmunity health involves individual responsibility and group cooperation.

promote nmunity health? What are some of the ways Divide the class into four groups while contribution to comprojects would be determined by leaders can work together should write the major points to What must a young person Have the students devise a prolowing topics to discuss. They prefent to the class their ideas. individual contribution to What must a family know families, and community to premote and maintain Give each group one of the folknowledge, and in putting such knowledge into practice. Such and do to make a worthject in which they can lead the know and de to make an What should community leaders know and do to a heathful community? in waitch young people, community in gaining health community health? LEAR'ING EXPERIENCES munity health? The health of a community is dependent upon each individual's accepting his role in the understanding, promotion, What is meant by the statement that a community is only as healthy as the indivipractice healthful living, what are some of the results which could be felt by the . How can jurior high school, boys and girls make con-If only a few young people, are in poor health, and if only a few families do not health? And how can such patterns serve as an aid . How many different ways is the word "community" What are some of the ways in which a junior high school student can help his How can life styles affect family and community Socio-Cultural . What does the word "community" mean? tributions for better community health? What is the individual's responsibility to community health? family to develop a more heal hful home environment? MOTIVATING QUESTIONS to better health for all? Mental-Emorional duals who make up the community? . used? What are the most pasic one needs to know about and fundamental facts entire community? Physical health? and maintenance of health, of his family and his paer group His actions and his acceptance of personal responsibilities re-The health and the cooperation health and the health of the cur. His personal attitudes and bymunity is dependent upor any How an individual feels about liofs relating to health . His health knowledge CONTENT garding health SUBCONCEPT: lactors.

V-3

individual community. Example:

the needs and interests of the

"Immunizations for All," The

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LEVELA				
CONTENT	Physical	MOTIVATING OUESTIONS Mentalefimotional	Secio-Cultural	LEARNING EXPERIENCES
				local health department would be abie to advise the students on needed ,projects.
. Educating young people and adults to participate in the development of a healthful community is essential.				
. The role of the schools		•		
. Interest and knowledge	How can schools get all ago basic knowledge required?	How can schools get all age groups interested enough in heatth to acquire the basic knowledge required?	n heath to acquire the	Have the students write the areas of heavy education in which they
, Attitudes and actions	Fow does the attitude of the school, representin affect the actions of people in regard to health?	Fow does the attitude of the school, representing both students and teachers, affect the actions of people in regard to health?	students and teachers,	are most interested. Discuss these an weethern add to the list any areas left out that
	How does the attitude of the	How does the attitude of the community affect the attitude of the school?	ide of the school?	should be included. Discuss why they should be included.
. School health gervices	What services should the speaking	What services should the school provide that would contribute to community health?	itribute to community	
Healthful school environment Why should students and parents be concerned with the healthful environment of a school building?	Why should students and paschool building?	trents be concerned with the	healthful environment of a	
. The role of the citizen	What could be done to educate the many sociol munity about their part in community health?	What could be done to educate the many sucio-economic groups within a community about their part in community health?	c groups within a com-	As a class or group project, devise a plan of action that would
. Awareness	How would awareness of co	How would awareness of community health needs be created?	eated?	help to educate families in de- prived areas. Show how young
. Interest				people can teach and help adults to understand certain facets of
				nearman inving water ries never before had the opportunity to learn.
		•		
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SANC AREA: COMMUNITY HEALTH

		MULIVATING CUESTIONS		
CONTENT	Physical	Mental-Emotronal	Socio - Cultural	LEARNING ENPERIENCES
Participation	What activities could youn	What activities could young people sponsor that would, involve the help and	avolve the help and	By using standard evaluations.
	understanding of adults in	understanding of adults in, a community ic better the health scandards of the com-	alth scandards of the com-	_
	munity?	•		vides an adequate health educa-
		•		tion program, provides needed
				school healt' services, and
				maintains a healthful school en-
				vironment. Before the students
				could make an evaluation, they
				would have to understand what
				is the ideal situation, (The
		•		school couns lar coula be a re-
	`	•		source for information regard-
	<u>_</u>			ing ideal school health services.)
				Follow this by plans of action to
				correct any shortcomings and at
				the same time to educate the
		•		adults in the community.
. The joint role of all segments of What are some ways of getting all age groups interested in doing their part for	What are some ways of ge	ting all age groups interests	t in doing their part for	 Figve a sturent make a report
the society	community health?			on the requirements for an All-
. General public				American city.
Parents	What could the schools, the	What could the schools, through the P.TA and the student organizations at	nt organizations at	
	school, do to premote inte	school, do to premote interest and participation in community health?	munity health?	
. Teachers	•			
100 D. U.S. C.	What youth organizations:	What youth organizations are concerned with community health projects?	r health projects?	
. Professional personnel and their respective professions, associa-				
tions make contributions to the health of a community.				
	•			
	, market	•		

V-5

BANC AREA: COMMUNITY HEALTH

LEVELA				
CONTENT	Phy sical	MOLIVATING OUESTIONS Mental-Emotional	S Socio-Cultural	LEARNING EXPERIENCES
. Physicians (M. D., D.O., D. D. D. S.)General practice and specialists	Aside from caring for the physic ute to the health of a community.	Aside from caring for the physical needs of people, how can physicians contribute to the health of a community.	w can physicians contrib-	Assign a group to explore ways the local medical society can assist in selecting a physician.
Local and county professional societies	Now can the efforts of grean individual? What is the M. D., D. O., D. D. S.?	Now ran the efforts of groups of physicians help a community, a school, a fam an individual? What is the best way to select a family, physician? What is an M. D., D. O. D. D. S. ?	nily,	
. State and national professional	In order for the general p how many other paramedi	In order for the general practitioner to attent to the health needs of his patients, how many other paramedical professions will he call upon for help and assis-	salth needs of his patients, pon for help and assis-	garding professional personnel and health care centers, assign individuals or emall groups to
. Voluntary agencies	fance? What contributions does th	tance? What contributions does the dental association make to community health?	conmunity health?	investigate the following topics as they relate to their own community, and report the findings
	Who are the other members of the health team?	rs of the health team?		to the class, with any necessary suggestions for improvement, or indications where supply is lack-
. Available health care centers must be a part of every healthful community				ing: Compare the number of physicians of general prac-
. So.o and/or group practice facilities	Of what should your local community?	Of what should your local hospital consist in order to fulfill the needs of the community?	ulfill the needs of the	nce with the number of people in the community to see if acequate health
. City and/or county hospitals	How does a family make p	flow does a family make plans for hospital care and the selection of a hospital?	e selection of a hospital?	care is available . What specialists in the field of medicing does your
	How should a family selec	How should a family select a voluntary health insurance program?	e program?	community have rid which
Daiving houndryle	How would one know what	How would one know what type of hospital to use for various health needs?	rious health needs?	Interview the president of one of the local profes-
. Nursing homes	Flow would a family select	Now would a family select a nursing home for an elderly member of the Jamily?	ly member of the family?	about current projects it is spensoring to aid the
. State hospitals	What procedures are used tally retaided, or a state	What procedures are used for getting a person into a state school for the mearalally ill?	tate school for the mea-	Ask now young people could assist in a nch prejects.
	What are the current eme	What are the current emergency care facilities of your local hospital?	local hospital?	

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	COMMONITY
1	BASIC AREA:

LEARNING EXPERIENCES Local and state neath depart— monits (These are to be covered community, and "our state") Who is eligible to receive such care? most level.) most level. most l			MCILYALING DUESTIONS		
What information and services does the health department provide you, your community, and "our state? Who is eligible to receive such care? Invite society society the state of the state of the society state of the state of th	CONTENT	Physica.	Menu-l-Emotional	Socio - Cultural	LEARNING EXPERIENCES
d community, and "our state? Who is eligible to receive such care? Invite social lines t		What information and ser	Yices does the health departmen	it provide you, your	. Interview the administra-
The content for the content for the content for the filter is society and the filter is society than the filter is society that t	Ď	community, and "our sta	te? Who is eligible to receive a	uch care?	tor of a local hospital
Invite social states of the so	in detail in the content for the				about facilities available
is financed. What information and services does the local health department provides you and your family? Hev cay young people help to get young people help to get young people help to get investigate to services? Investigate to services? Investigate to see what all like health professions are in need of more prepared personnel, and what prepared to the prepared to it is needed. Invite president of local medial society to discuss responsibilities to community health.	next level.)				and services provided. In-
What information and services does the local health department provide you and your family? Her veal to get and your family? Her veal to get and young people hely to get and young preparation is need of more pre-paration in the paration is need of more pre-paration is need of more pre-paration is need of more pre-paration in the paration in the paration is need to be paration in the parati					vestigate how the hospital
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department provide you and your family? Hrv can young people help to get the young people help to get the service of the servi					. What information and ser-
department provide you and your favor adulty? Hev can young people help to get in young people help to get in young people help to get investigate to active a dutter service of unch services? Investigate to see what allied kealth professions are in need of more preparation is needed. Invite president of local medical society to discuss responsibilities to community health.					vices does the local health
young people help to get styles of orthe services? Investigate to see what all lies' health professions are in need of more pre- pared personnel, and what preparation is needed, Invite president of local medical society to discuss responsibilities to community health,					department provide you
young geople help to get Torror adults to avail them selves of ouch services? For equition to see what all like bealth professions are in need of more prepared personnel, and what preparation is needed. Invite president of local medical sockity to discuss responsibilities to community health.			•		and your family? He'v car
acture adults to avail them- acture of units actual to see what all investigate to see what all they health professions are in need of more proparation is needed. Invite president of local medical society to discuss responsibilities to community health.			•		young people help to get
Investigate to see what all like health professions are in need of more preparation is needed. Invite president of local medical society to discuse responsibilities to community health.			٠		more adults to avail them
Investigate to see what allied health professions are in need of more prepared pared personnel, and what preparation is need of. Invite president of local medical society to discuss responsiblished to community health, ittes to community health,					selves of such services?
lied bealth professions are in need of more pre- pared personnel, and what preparation is needed. Invite president of local medical society to discuss responsibil- ittes to community health.					. Investigate to see what al-
are in need of more prepared pared personnel, and what preparation is needed. Invite president of local medical society to discuss responsibilities to community health.					lied health professions
pared personnel, and what preparation is needed. Invite president of local medical society to discuss responsibil- ities to community health.			•		are in need of more pre-
Invite president of local medical society to discuse responsibilities to community health.					pared personnel, and what
Invite president of local medical society to discuss responsibilities to community health,					preparation is needed.
society to discuss responsibilities to community health.					
sociaty to discuss responsibilative to community health.					invite president of local medical
Title to community health.					society to discuss responsibil-
					ities to community health.
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ERIC*

		Health problems are partially solved at the community level. It is through the joint efforts of many official and nonofficial	Joint efforts of many officia	l and nonofficial
LEVEL B SUBCONCEPT: Health problems are pai health agencies that all i	rtially solved at the comr communities have the op	encies that all communities have the opportunity to raise health standards.	rds.	
CONTENT	Physical	MQ TIVATIN', QUESTIONS Mental-Fractional	Soc.o - Cultural	LEARNING AXPERIENCES
Agencies, financed through taxation, are essential for the health and well being of all persons of all commutities.				
. City and county health departments	What basic functions should a city or county health department per-			Have a small committee of students investigate their local health department to learn the function of such a department.
. State bealth departments, divisions, and personnel	How does State Department of Health aid vury in certain parts of the state?		Why is it necessary for the SHD to have many ui- visions? How do such divisions function within a state or community?	Or, if possible, take students on a field trip there. If there are students from other states or other communities in the classroom, ask then to write for information about the health departments in the areas from which they have come and tell
		. How does the State Department of Health work in your community? . How does public health differ from school health?	ent of Health work in your r from school health?	the ciass about them. Then make comparisons of the many ways in which services are provided by different states or cities. Anniyze why the service differ.
. The team of local and state		In what ways could individuals, families, and communities benefit if they understood more of the operation of their health ("partments?	us, families, and com- statood more of the opera- ents?	

ERIC
Full Text Provided by ERIC

BANC AREA: COMMUNITY HEALTH

Public Safety Mental Health What temergency health procedures are provided by the police and fire departments? Mental Health What te the objectives of the Department of Mental Relatedation Health and Mental Relatedation? Alcoholism) I departments Health, Edu- Health, Edu- Health, Edu- Health, Edu- Health, Edu- Mas it desirable for the Office of Economic Opportunity or similar agencies to be formed? What to be tour do such programs have? How can young, visite make contributions to such local projects? What are the functions of the Consumer Pretection and Education of the Justice (drug Table Mays can adults be helped to see the need for virtous opportunity and educational programs in the local community? What other federal agencies or demartments are controlly the health of the			MOTIVATING QUESTIONS		
Department of Public Safety Local police and fire depart- ments Department of Mental Related the Department of Mental Beath and Mental Related to Mental Health and Mental Re- tardation? State agencies for specifichalth broblems (e.g., the Commission on Alcoholism) Gity recreation departments Department of Health, Edu- eation, and Welfare Was it desirable for the Office of Economic Opportunity or similar agencies What to be formed? What objectives do such programs have? How can young propertion of the Justice (drug Consumers) Department of Justice (drug Consumers) Department of Labor Mat ways can adults be helped for we need for wearous opportunity and educational programs in the local community? Department of Agriculture Wat other federal agencies of the Local community? Department of Labor Department of Labor Mat other federal agencies of the Local community? Department of Labor Mat other federal agencies of the Consumers Prefection Why was drug control put under the jurisdiction of the Local community? What was drug control of one of the need for versus opportunity and educational programs in the Local community? What the Local community? What was drug control of the U.S. Public the Consumer Prefection of the Consumer Preference of the Local Community?	CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEATING EXPERIENCES
Mental Health What are the objectives of ardation the Department of Mental. Mental Health What are the objectives of the Department of Mental. Health and Mental Re- tardation? Alcoholism) Adepartments Health Edu- Health Edu- Health Edu- Health Edu- Health Edu- Health Edu- Health Correction What is the function and purpose of the U. S. Public Health Service? What are the functions of the Consumer Prefection and Ervironmental Health Service? Why was drug control put under the jurisdiction of the Justice (drug has a a dults be helped to see the need for various opportunity and educational programs in the Local community? Management of Mental are the functions and service of the Consumer of the Justice for the Justice for warning and educational programs in the Local community? Management of the Management of the Mental Consumer of the Justice for the Local community?	. Department of Public Safety				Have the students write papers
dire depart. What emergency health procedures are provided by the police and fire depart. Mental Health What are the objectives of the Department of Mental. Health and Mental Re- Alcoholism Adepartments Fubli: Welfare Was it desirable for the Office of Economic Opportunity or similar age, not to be formed? What as the function and purpose of the U.S. Public Health, Edu- Health, Edu- Health, Edu- Health Service? Was it desirable for the Office of Economic Opportunity or similar age, not to be formed? What objectives do such programs have? How can young and Frvironmental Health Service? Why was drug control put under the jurisdiction of the Justice (drug Why was drug control put under the jurisdiction of the Justice behaviore and educational programs in the Local community? Mat other federal agencies or demartments are concerned with the health of the Mat of the Local community?					to present to the class on why
Mental Health What are the objectives of the Department of Mental. Health and Mental Reference of the Department of Mental. Health and Mental Reference of the Department of Mental Reference of the Department of the Department of the Department of the Defension of the Department of Depar	Local police and	What emergency health pr	socedures are provided by the p	police and fire depart-	they feel the police. fire, and
Mental Health what are the objectives of tardation Health and Mental Re- tardation? for specifi. **Set go. the **Actobolism** **Dubli: Weldare** **Health. Edu- Health. Edu- Health. Edu- Health. Edu- Health. Edu- Health bervice? **Was it desirable for the Office of Economic Opportunity or similar against to be formed? What to be formed? What objectives do such programs have? How can young and such local projects? **Was it desirable for the Office of Economic Opportunity or similar against to be formed? What objectives do such programs have? How can young and such local projects? **What are the functions of the Consumer Pretection and The Sample Consumer and The S	ments	ments?			recreation departments and the
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In what ways can adults be educational programs in the What other federal agencies	Denantment of Instice (drug		Why was drawn control and	the transfer to the transfer to	Public Health Service
	control)		Justice Department	er datamental of the	
	. Department of Labor	In what ways can adults be	helped to see the need for var	rous opportunity and	
	Dans stranger of Armines live on	educational programs in t	ie iccai community		
	· Department of Agriculture	What other federal agenci	es or departments are concern	ed with the health of the	

	COMMUNITY HEALTH
EDIC.	BASIC AREA:

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DANC AREA: COMUNICALL MEALLER				
LEVEL B				
CONTENT	Physical	MOTIVATING QUESTIONS Mental-Finotional	So. io - Cultural	LEARNING EXPERIENCES
. Voluntary health agencies provide Is there a need for a separate organization for each disease? Why or why not?	Is there a need for a sep	rate organization for each diseas	se? Why or why not?	Provide the class with a list of the National Voluntary Health
specific diseases. (No be discussed in detail in Level C)	Is there a need for a nati	Is there a need for a national, state, or local organization for dental diseases? Why?	for dental diseases?	Agencies. Follow this with a list of the state agencies co-
	What other health problem health agency?	What other health problems would benefit from the formation of a voluntary health agency?	ion of a voluntary	Tesponding to **ese national ones, Then have the students find out which agencies have local offices
. There are many organizations which have as a part of their ob-	What are the youth orga- nizations in Jour Com-	What are the youth organ. What are some of the health services of these groups? Have the students make a thormation in your come. Why do they nerform them?	rvices of these groups?	Have the students make a thor-
jectives health services for individuals and communities,	munity? Which others do you feel are necced?			youth and adult organizations, clubs and lodges in the commu-

			in their area, and why.
. There are many organizations which have as a part of their objectives health services for individuals and communities. . Youth organizations	What are the youth organizations in your community? Which others do you feel are necred?	What are the youth orga. What are some of the health services of these groups? Have the students make a thornizations in your com- why do they perform them? would investigation of all the organizations, clubs and adult organizations, clubs and lodges in the community? Why? why? cach student one of the organizations of the organizations to interview the president one of the organizations to repeat the president or sponsor to learn of any projects pertaining to individual or community health.	Have the students make a thorough investigation of all the youth and adult organizations, clubs and lodges in the community. Follow this with assigning each student one of the organizations to interview the pressident or sponsor to learn of any project pertaining to individual or community health.
. Givic organizations: Lions, Rotary, etc.	Why are adult civic organitheir community?	Why are adult civic organizations concerned about the health of the members of their community?	What organizations does your community not have that would
. Chambers of Commerce . Religious organizations	Would a particular religious organization, fraterna organization approach health services in one area o certain way and others elsewhere in another way?	Would a particular religious organization, fraternal lodge, or nonprofit organization approach health services in one area of the state or nation in a certain way and others elsewhere in another way?	oe very obnesitization and berse of the community or certain aspects of the community? Attempt to find out why such
. Fraternal lodges			organizations do not exist. If there are not any active youth organizations, discover ways in which you could, as a group, help to form the needed organizations.
. Nouprofit organizations	How and why did Alcobolic panded its services in the formed to help poople in s and community health?	How and why did Alcobolics Anonymous become organized, and how has it expanded its services in the past 20 years? Why are other organizations being formed to help people in similar ways with various problems affecting individual and community health?	Have one or more students tell the class about Al-Anon, Alatecn, and Alatot.

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BANCAREA. COMMUNITY HEALTH				
CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Sorio-Cultural	LEARNING EXPERIENCES
 Industry-related and commercial organisations provide many ser- vices which contribute to individual and national health. 				
. Health information	How would one go about e company?	How would one go about evaluating the information supplied by a cummercial company?	plied by a commercial	Distribute to the class materials
	Why do insurance companies proviusually considered to be reliable?	Why do insurance companies provide so much health information, and why is it usually considered to be reliable?	pformation, and why is it	trom companies which distribute health information. Have the students evaluate the informa-
. Health programs as teaching aids	Why is there an increase in the numbe education as a source of information?	Why is there an increase in the number of companies entering the field of health education as a source of information?	entering the field of health	tion from the various companies,
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BANC AREA: COMMUNITY HEALTH
CONCEPT: Community health involves individual responsibility and group cooperation.

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Specific research, information, and savest and addition? Should ave vest cation and Welfare? Should ave at a service and being nonprofit and operated so much control of the Department of Health, Education and Welfare? Should ave at a vest cation and Welfare? Should ave agencies all be under the control of the Department of Health, Education and Welfare? Should ave adverte subject several and none voluntary passing cation and Welfare? Should a national organ - What is the purpose of the United Fund? The Comparable problems there agencies to learn: States and national action? Explain Your reasons pro and con a voluntary agency or was it? States and national toundations of the Department of Health, Education to be agencies all be under the control of the Department of Health, Education to be agencies all be under the control of the Department of Health, Education to be agencies all be under the control of the Department of Health, Education to be agencies of Defertives agencies of Department of Health of their services already exist, why is there need for the pagencies of Department of the Agencies already exist, why is there need for the health of the control of the Department of the Pagencies already exist, why is there need for the health of the Comparation of the Department of the Agencies already exist, why is there need for the health of the control of the Department of the Agencies already exist, why is there need for the health of the Comparation? What the a count of the Department of the Department of the Agencies already exist, why is there need for the health of the Comparation? Base and a service of the Department of the Department of the Pagencies already exist, why is there need for the health of the Comparation? Base and the Department of the Department of the Department of the Pagencies of the Department of the Department of the Pagencies of the Department of the Department of the Pagencies of the Department of the Department of the Pagencies of the Department of the Department of the P	CONTENT	Physical	MOTIVATING OUESTIONS MentalEmotional	Socio - Cultural	LEARNING EXPERIENCES
Should such agencies all be under the control of the Department of Health, Education and Welfare? For many specific diseases and health problems there exists more than one volunjary agency. Why do you feel this was necessary, or was it? Would a national organ. What is the purpose of the United Fund? The Comisation concerned with unity Chest? Would a national organ. What is the purpose of the United Fund? The Comisation or reasons pro and for our nation? Explain. Your reasons pro and com. What contributions, other than money, could young people offer to such agenc! 's? State and national toundations What contributions, other than money, but also to the individual? Of what value would such contributions be, not only to browide and contributions of iddicial and voluntary health agencies already exist, why is there need for health foundation? How does it differ from a voluntary agency?	i	at are the names of the jor voluntary health . incies in the United . ten?	Why is it that so many health with the idea of being nonprofi on a voluntary basis?	agencies were or anized it and operated so much	Using a list of the National Voluntary Health Agencies, check to see which ones have offices in your state and county or com-
State and mational toundations State and mational toundations State and mational toundations State and mational toundations Mat is a foundation? How does it differ from a voluntary agency? What is evident with a gence of the United Fund? The Comformation concerned with unity Chest? Would a national organ— What is the purpose of the United Fund? The Comformation and for our nation? Explain Your reasons pro and con. What contributions be, not only to the agency but also to the individual? State and mational toundations Mat is a foundation? How does it differ from a voluntary agency?	Sho	wid such agencies all b ion and Welfare?	e under the control of the Depa	irtment of Health, Edu-	munity? Have students investigate sev-
State and national toundations State and national toundations State and national toundations State and national toundations Mat is the priouse of the United Fund? The Compositions of the United Fund? The Compositions State and national toundations State and national toundations Mat contributions, other than money, could young people offer to such agencies? State and national toundations State and national toundations Mat contributions, other than money, could young people offer to such agencies? State and national toundations Mat contributions, other than money, could such contributions be, not only to provide use the contributions? Mat contributions? Mat a scoundation? How does it differ from a voluntary agency?				:	eral national, state, and locai
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Would a national organ. What is the purcose of the United Fund? The Comisation concerned with unity Chest? dentai health be good for our nation? Explain. your reasons pro and con. What contributions, other than money, could young people offer to such agenc! 18? Of what value would such contributions be, not only to the agency but also to the individual? If official and voluntary health agencies already exist, why is there need for seisence in many area; of itdividual? What is a foundation? How does it differ from a voluntary agency?	_	•	feel this was necessary, of w	as it?	. Objectives
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State and mational toundations Mat toundations Mat with agencies already exist, why is there need for health coundation?	Mo.		What is the purrosse of the Uni	ited Fund? The Com-	. Operation
for our nation? Explain.	in the second	tion concerned with .	unity Chest?		. How an individual can
for our nation? Explain. 'your reasons pro and con. 'What contributions, other than money, could young people offer to such agencians 'Of what value would such contributions be, not only to the agency of the agency of the agency of the individual? 'Your and national foundations 'Your and voluntary agency of the agency of	qep	tai health be good .	•		avail himself of their ser-
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What contributions, other than money, could young people offer to such agencies? Of what value would such contributions be, not only to the agency, but also to the individual? Lough and national foundations If official and voluntary health agencies already exist, why is there need for seismence in many area; of tidividuals. What is a foundation? How does it differ from a voluntary agency?	900				tribute to the agencies'
What contributions, other than money, could young people offer to such agencies? State and national toundations If official and voluntary health agencies already exist, why is there need for bestance in many areas of individual. What is a foundation? How does it differ from a voluntary agency?		•			
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State and national toundations have been set up to provide au- satence in many areas of indivi- dual and community heasth.	•	•	•		community
		afficial and voiuntary he lith foundations?	salth agencies already exist, w	hy is there need for	
		at is a foundation? Ho.	w does it differ from a voluntai	ry agency?	

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	COMMUNITY HEALTH
	COMO
0	BASIC AREA:
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LEVELC				
CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Sectio - Cultural	LFARNING EXPERIENCES
. Financial aid for research for specific diseases and for specific fields of medicine				
. Information and assistance in rolving health problems	What type of information bute?	What type of information do these foundations distri		Investigate your state to learn of the outstanding foundations
	How is this material passed on to the people?	sed on to the people?		ment of health. There are many national foundations, but Texas
				is unique in that it har, some foundations that other states do not have. What are they, how
				were they formed, and what is their purpose and function;
				Assign dilectert students to research and interview and to share with the class their lindings.
. International health agencies play		What does international travel have to do with international health?	nal health?	Have a class discussion on the
r more important role in individual and community health than ever before.		What effect does the pace ag	pace age have on an individual	changes which have taken place in travel and health from the time of Columbus to this space
	What is the World Health, pose?	What is the World Health Organization (WHO) and what is its function and purpose?	s its function and pur-	age. What changes have taken place in the past 25 years that have had a great impact on
	What does the WHO mean protecting his health?	What does the WHO mean to the individual in terms of protecting his health?		community health?
				-

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PAMPHLETS

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- B "Bold New Approach," Texas State Department of Health.
- B "Community Health and You," Texas State Department of Health.
- B "Community Health in Action," Texas State Department of Health.



- B "Community Mental Health," Texas State Department of Health.
- C "Chain of Care," Texas State Department of Health.
- C "Health Careers," Texas State Department of Health.
- C "Plan Ahead for Mental Health," Texas State Department of Health.
- C "Psychiatrist in the Community," Texas State Department of Health.
- C "Report on Tomorrov," Texas State Department of Health.
- C "School Health in Action," Texas State Department of Health.
- C "Summer of Decision," Texas State Department of Health.
- C "Superfluous People," Texas State Pepartment of Health.
- C "Your Magic Step to Career Opportunity," Texas State Department of Health.



BASIC AREA: GROWTH AND DEVELOPMENT

Concept: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns, yet are unique for each individual.

LEVEL A

Subconcept:

Early adolescence is a period of rapid physical and emotional changes, which place emotional demands upon and create emotional reactions in the individual.

- . Early adolescence is a period of rapid physical change.
 - . Areas of change
 - . Differences in growth
 - . Factors influencing individual differences in growth
- . Early adolescence is a period of emotional change.
 - . Nature of change
 - . Individual differences
 - . Factors influencing emotional and social differences
- The individual must understand the factors that influence personality development.
 - . Definition of personality
 - . Influences on personality development

LEVEL B

Subconcept:

There is a strong interrelationship between the physical, mental, emotional, and social aspects of growth and development.

- . Personality development reflects the interrelationship between the phases of general growth and development.
 - . Personal appearance
 - . Hereditary traits
 - . Self-image
 - . Respect
- . Behavior is personality in action.
 - . Mental health
 - . Relationship to self and to others
 - Mental adjustment mechanisms

LEVEL C

Subconcept:

Mental and emotional disturbances are evidence that personality is in trouble and needs help.



VI-1

- . Individuals have problems they find difficult to understand and resolve.
 . Problems that affect mental and emotional health

 - . Reactions to disorders
- . Resources for intervention are available for persons and families affected by mental and emotional disturbances.
 - . Local
 - . Regional
 - . State



BANCAREM: GROWTH AND DEVELOPMENT CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable patterns, yet are unique for each individual.

LEVEL A

CONTENT	Physical	MOTLYATING QUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
Early adolescence is a period of rapid physical change.	What is the nature of the changes that occur at the.		.What are socio-economic and cultural influences on	Consult parents or school record and let the class members
. Areas of change	onset of adolescence?		these changes?	keep a chart of their growth in height and weight over the pre-
. Height and weight				vious several years,
. Strength and coordination				Let class compare photos of themselves taken over inter-
. Circulation, respiration, and digestion				vals of time, and discuss the nature of physical changes.
. Puberty				Have class reports or characteristics of different stages of
 Primary characteristics 				growth (1-6, 6-10, 10-14, etc.).
. Secondary characteristics		What adjustmen*s are necessitated by physical		Divide class into buzz groups to discuss ways individuals can
. Body shape		changes?		learn to accept and adjust to their growth patterns.
			,	Have a committee prepare transparencies of growth charts for both the boys and the girls of the committee and present them to the class for discussion.
. Dentition	What is dentition?			Have a dentist speak to the
	What are some of the proj	What are some of the problems related to malformed and malpositioned seeth?	and malpositioned seeth?	class about problems asso- ciated with the formation and positioning of teeth and later
	How can these problems o	How can these problems of malformation and malposition be resolved?	ition be resolved?	implications, such as maloc- clusion and factal disharmony.

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CAREA: GROWTH AND DI	EVELOPMENT	
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LEVELA A				
CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	(.S Socio-Cultural	LEARNING EXPERIENCES
. Differences in growth				
. Briween sexes	When does the growth spur occur in boys and girls? What are the differences between boys and girls as to when the growth spurt starts and how long it lasts?	What adjustments must be made to these differ- ences in rate of growth and development?	What are some of the socio- economic, cultural and ethnic influences affecting the pattern and rate of growth? How do they affect patterns of growth?	Show class cha ts of normal ranges of height and weight for particular ages.
. Between individuals	What is the pattern of growth for each individual?	Should an individual learn, to accept his own pattern of growth as normal for hin? Why? Why not?		Let each student make a chart of his own pattern of growth in height and weight, getting information from doctors, school records, and parents,
				Have students research and report on what normal growth is.
	Why is the pattern of growth not the same for all persons?			Ask the class to collect evidence that: . Growth is irregular. . Each boy and girl grows at his or her own rate. . Girls and boys don't grow at the same rate at a given age. Have them write short cssays on their findings.
. Early and late maturers	What are some signs of maturity (development of teeth, face, bones of the wrist)?	What are some signs of What are some of the signs makerity (development of that would indicate one's teeth, face, bones of the level of emotional and menwrist)?		

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LEYELA				
CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Soc.10 - Cultural	LEARNING EXPERIENCES
	What are some of the			Show the class some trans-
	physical characteristics			parencies or X-ray photos of
	of early and late ma-	•		wrist and hand bones at cer-
	turers?			tain ages.
. Uneveness of growth of dif-	What are some of the	. What emotional adjust-		Show the class X-ray films of
ferent body parts	differences in growth	ments are important in		different stages of dentition,
	limbs, appendages, lung	imbs, appendages, langs, uneven growt of certain		Have a student report on the
	stomach, etc.	body parts, e.g., rapid		development of teeth and facial
		lengthening of arms and		structures as indicators of
	When do the slow grow-	legs, slower growth of the heart, etc.?		maturity.
				Have panel discresion on such
	_			topics as adolescent awkward-
				ness, laziness, apparent
				fatigue, etc., emphasizing the
				relationship between these
				characteristics and the lact
				of the body do not grow at the
				same rate.
Factors influencing individual	What are the basic prin-			Have class list the character-
differences in growth	ciples of heredity?	accepting inherited traits		istics important to growth that
1		as something that can or		can't be influenced by environ-
. Heredity	What is the effect of heredity on hody build	can't be changed?		ment.
	rate of maturing, etc.?	•		Show film on the mechanics of
		•		heredity, and follow this with
	How does he redity affect			a class discussion.
	the rate and pattern of			
	growth?		What is social maturity?	
			indication; of social ma-	of signs of emotional and/or
		•	turity?	social maturity. Discuss with
		•		the class

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GROWTH AND DEVELOPMENT
BASIC AREA

1		MOTLYATING OUESTIONS		SHOWS CONTROL OF THE STATE OF T
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEAKNING EAFENEES
. Socio-economic and cultural	•		What influence might socio-economic or cul- tural factors have on growth patterns?	Have class write an essay on how socio-economic or cul- tural factors might infinence their growth patterns.
. Nutrition	What foods are neces- sary for normal growth?			If possible, conduct experiments with coincide to discover
	How do certain foods in- fluence growth?			the relationship of certain foods to growth,
		How does nutrition in- fluence mental perfor- mance? Behavior?		Have a committee examine the latest research on the relation-ship of nutrition to mental per-
		. How may attitudes about food influence growth?		tormance.
	man - Pana aran		How might different economic and cultural back-grounds influence diet and other factors in growth?	Ask the class to look for studies conducted in other countries on nutrition and growth and write paragraphs summarizing them,
			What influence does poverty have on growth patterns?	
. Endocrine glands				Show film on wor!. of endocrine glands and discuss the implications for growth. Have out-
				lined hurran figure on chart, showing location of endoctrine glands. Use chart in discus- sing film,
				Assign individual reports on problems related to malfunction of thes, clands.

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	GROWTH AND DEVELOPMENT
3	BASIC AREA:

MOTIVATING_QUESTIONS What !- the relationship . between sleep, rest, . exercise, and growth? How is sleep related to metabolic changes? What are some of the values of regular exercise as a . means of promoting growth and development?	Socio-Cultural	Have class research and report on the offects of fatigue, lack of exercise, etc., on growth, Ask a school nurse or other qualified person to compare the blood pressure and pulse of a conditioned athlete to those of a nonconditioned student after each runs up and down a flight of a story or the plant of the search runs up and down a flight of a search runs up a
hip 17 7 9 values of regular exercise as a growth and development?	Socio-Cultural	Have class research and report on the cifects of fatigue, lack of exercise, etc., on growth, Ask a school nurse or other qualified person to compare the blood pressure and pulse of a conditioned athlete to hose of a nonconditioned student after each runs up and down a flight each each runs up and each runs up and each runs up and each runs up and each each each each each each each each
hip ? y values of regular exercise as a growth and development?		Have class research and report on the offects of fatigue, lack of exercise, etc., on growth, Ask a school nurse or other qualified person to compare the blood pressure and pulse of a conditioned athlete to hose of a nonconditioned student after each runs up and down a flight each runs up and down a flight each runs up and down a flight
? ? values of regular exercise as a . growth and development?		port on the offects of fatigue, lack of exercise, etc., on growth, Ask a school nurse or other qualified person to compare the blood pressure and pulse of a conditioned athlete to those of a nonconditioned student after each runs up and down a flight etc.
y values of regular exercise as a growth and development?		Ask a school nurse or other qualified person to compare the blood pressure and pulse of a conditioned athlete to hose of a nonconditioned student after each runs up and down a flight
standes of regular exercise as a growth and development?		Ask a school nurse or other qualified person to compare the blood pressure and pulse of a conditioned athlete to those of a nonconditioned student after each runs up and down a flight
		conditioned athlete to those of a nonconditioned student after each runs up and down a flight
		or stairs. Discuss the resuits and implications.
		Have a panel discussion on the contributions of exercise to mental-emotional and social growth and development.
What are some of the major effects of illness, defects, and deformities?		Assign oral reports on special illnesses, such as rheumatic ference and notice of the second of the second or the
What problems do indi- viduals have in accepting and adjusting to such hand- icapping conditions?		viduals to show how they af- fect growth.
What are some manifestations of emotional changes (physical signs, "crushes;" mood fluctuations, consideration of others)?		Have a pan: I discussion on 'Indications of Emotional Growth."
What is an emotion?		Show a film on emotional development,
	major effects of illness, de- What problems do indi- viduals have in accepting and adjusting to such hand- icapping conditions? sstations of emotional changes ince " mood fluctuations, con- ince " mood fluctuations, con-	major effects of illness, de- What problems do indi- viduals have in accepting and adjusting to such hand- keapping conditions? setations of emotional changes hee; "mood fluctuations, con-

MOLIVATING QUESTIONS
Socio-Cultural LEARNING EXPERIENCES
What happens to the body during an emotional ex- parience?
How does one express an emotion? Have several groups dramatize
Are there cultural dif- ferences in the ways peo- ple express emotions? What are the differences? ings.
What are some individual differences in the emotional growth of children? Have several students research
What are the differences do not have the same emotional in the social growth of or social maturity level. Why children? children? better? Why do some act childishly in the behavior?
• • •
What influences does heredity have on emotional growth?
What sex differences are thus in emotional growth? feeting acceptance and achieve-
How is it possible for a child to be more emotionally cuss with the class after each matura than his parents? What kind of circumstances report the possible differences might be related to this situation?
needs have been met and why. Then, role-play different ways which children might react when these emotions! needs

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CONTENT	Physical	MOILY AILNG QUESTIONS Mental Emotional	Socio - Cultural	LEARNING EXPERIENCES
The individual must understand the factors that influence person- ality development.				
. Definition of personality		. What is personality?		Have students write a short
	What are the characteristics of personality?	tics of personality?		paragraph on what they consider personality to be.
			. How does personality dif- fer among various social and cultural groups?	Have buzz groups discuss why their personalities could and should be important to them. They should explore ways of developing personality characteristics that are personally satisfying and socially acceptable. Have each group report to class, which should discuss have reparding personality.
. Influences on personality development	How does one's personal How do me's emotions arrearance influence affect personality?	How do me's emotions affect personality?	What influences do the home, friends, social	Have each student write a paragraph sketch of himself,
	personality?	Hor no one's attitudes in- fluence his personality? How do emotivity needs influence personality?	status of home, etc., have on one's personality?	

BASIC AREA: GROWITH AND DEVELOPMENT
CONCEPT: Growth and development are dynamic processes that continue throughout a lifetime and follow predictable
patterns, vit are unique for each individual.

LEVEL B. SUBCONCEPT: There is a strong interrelationship betwien the physical, mental, emotional, and social aspects of growth and development.

CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Personality development reflects the interrelationship between the phases of general growth and de- velopment.				
. Personal appearance				Have a panel discussion on the
				ways others use their senses in getting an impression of us.
. Gleanliness	What types of skin, hair. What problems result and or teeth conditions. from complexion diffican develop from im- ties?	. What problems result . from complexion difficul . ties?		Have each student rate himself on personal appearance as he thinks others see him and then
		. What are the effects of . unsightly teeth, dirty fin gernails, unkempt hair, etc.?		keep a test of ways he can un- prove himself.
் ப்ரகையத	What is the proper way to care for external factors of appearance?		. Who decides what styles . are acceptable?	Assign reports byseveral students on special personal appearance problems.
. Clother	How should clothes be cared for?	How do clothes reflect attitudes, interests, and status of young people?	. What styles are consid- ered appropriate and when?	Have a panel discussion on impressions one gets of people whose clothes are unkempt or
		How do clythes influence the impressions others get of you?	What are the social and cultural influences on various clothing styles?	neat and clean. Have a debate on the acceptability and appropriateness of of current clothing styles.

DEVELOPMENT
AND
GROWTH
MANC AREA:

CONTENT Posture . Sitting		CITATION OF STREET		
Posture , Sitting	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Sitting	What is posture?	"hat is the relationship		Film and discussion on posture
	What are some charac-	feelings of individuals?		and unportance.
	teristics of rood pos-	•		Dramatize how a person might
. Standing	ture?	. What impressions do good .		walk after different types of
	-	. or poor posture leave .		circumstances such as receiv-
. Walking		. with others?		ing bau news, getting an un-
	How is good posture maintained?	tained?		expected good grade, etc.
				Have class check on chairs in
	Why is good posture impartant:	urtant:		the room for posture hazards
				and their shoes for heel wear,
		•		high and low heels, arch sup-
		•		ports, etc. Discuss implica-
		•		tions for posture.
Facial expressions	What are some different amiles?	emiles?		Have class describe and illus-
		•		trate different types of smiles
		How do those expressions		and discuss the interpretations
		reveal the feelings and attitudes of a person?		one raight make of each.
Sound of voice	What are some voice characteristics?	racteristics?		Let members of the class re-
		•		cord their own voices and list
	What are some pleasing voice characteristics?	joice characteristics?	How do various voice	the good and bad characteris-
			characteristics influence	tics and speech habits. Dis-
	What are poor upeech habits?		others' reactions to an	cuss the effects of these on a
			individual? Speech habits	person's impression on some-
		•	Mannerisms? What are	one else.
			some voice characteristics	
			of various cultural or	Divide class into buzz groups.
			ethnic groups?	Have each group analyze voice
				characteristics of their mem-
	•		How do they influence	bers and show how these
			others?	characteristics reflect their
				individual personalities.



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CONTENT		WALLSTON PRINCIPLE		
	Physical	Mental-Emotional	Socio-Cufrural	LEAKNING EXPENSES
		•	How might national or	Ask a student who has lived in
			regional accents or dia-	a fereign country, in another
			lects affect personality?	region of the United States or
				Texas to discuss how dialect
				and accent affect individual
			•	personalities.
. Mannerisms What i	What is a mannerism?			Divide the class into two equal
		•	•	groups. Let each member of
What a	What are some irritat-		٠	each group observe and record
em gai	ing mannerisms?			during an unspecified day man-
				neristas of a member of the
				other group. When this is over,
			•	let each student discues his
				observations with the student
				observed.
Mereditary traits What t	traits does one in-	What traits does one in- What is the relationship		Have each member of the class
		between heredity and	•	make a list of his physical
. Body build		intelligence?		traits and determine what of
				a person's disposition might
. Sex		How do inherited traits	•	be inherited,
		influence a person's ap-		
. Blood Type		pearance in the eyes of		
Color of eres. Dair. and				
		What adjustments must		
_		one make to his inherited	•	
. Teeth		characteristics? How		
·		can one make them?		
. Temperament and general				
disposition		What are "temperament"		
		traits and what is their	•	
, Intelligence		relationable to heredity?		

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	BASIC AREA:	
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CONTENT	Physical	MOTIVATING QUESTIONS MentalEmotional	Socio-Cultural	LEARNING EXPERIENCES
. Self-image	What is the influence of t	What is the influence of the home on the self-image? .		Have class members write
. Attitudes	What is the influence of i	What is the influence of friends, of the neighborhood or community on the self-	community on the self-	short autobiographies, empla- sizing how their families have
. Likes and distikes	mage			influenced what they think they are today,
. Interests				
. Feelings about self and others	What is the influence of on self-image?	What is the influence of physical defects on self-image? Intellectual levels on self-image?	7 Intellectual levels	Have a panel discussion on how friends have helped create
Values		•		, Prejudices Attitudes toward right
	سس			and wrong
		•		. Unselfishness
				. Willingness to cooperate
. Raspect				
. For self	What is self-respect?	•		Divide the class into buzz
				groups and let each group dis-
		•		cuss the ingredients of self-
				respect and report each to the rest of the class their findings.
. For family	What are some of the wa	What are some of the ways to demonstrate respect for another? His rights?	another? His rights?	In a class discussion, have
1	His opinions? What is n	His opinions? What is meant by the term "significant others"?	others"?	the members of the class re-
. For country	3			late experiences in their homes
	What is the difference be	What is the difference between self-respect and selfishness?	De88?	which taught them respect for
				the rights of others.
Behavior is personality in action.				
. Mental bealth	What is the meaning of mental health?	nental health?		Ask the school counselor to talk
		•	Then manted health differ	to the class on the meaning of
			among various social and	typ. 4 of problems he deals with.
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What is the relationship. Do intelligence and emo- Are there cultural inbetween physical and tional maturity affect men. fluences on the building mental health? In so, what are they? What physical needs What emotional needs What social needs must must be satisfied for must be satisfied for must be satisfied? What is the role of the mine the satisfied for must be satisfied? What is the role of the mine to be satisfied? What is the role of the mine to satisfied? What chriges have occurred in the development of emotions since childhood? How does one capress his desire for more independation of the chriges have occurred in the development of emotions since childhood? How does one express his desire for more independation.			MOTIVATING OUESTIONS	ı,	
what is the relationship. Do intelligence and earo Are there cultural in- between physical and . tional maturity affect men- fluences on the building mental health? . tal health? . If so, what are they? What physical needs . What emotional needs . What social needs must good mental health? . What is the role of the . mind in mental health? . be satisfied? How does an incividual develop the ability to make decisions which help him cope with people and physical surroundings? What chenges have occurred in the development of emotions since childhood? How does one express his desire for more indepen- desire for more indepen- desire for more indepen-	CONTEN '	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
between physical and thoust maturity affect men. fluences on the building mental health? ding processes What physical needs What emotional needs What social needs must be satisfied? Bood mental health? What is the role of the mind in mental health? What is the role of the mind in mental health? What chenges an incividual develop the ability to make decisions which help him cope with people and physical surroundings? What chenges have occurred in the development of emotions since childhood? How does one express his desire for more independent.	. Logical tething	What is the relationship		Are there cultural in-	House attendance and
sing processes What physical needs What enotional needs What social needs What choose an incividual develop the ability to make decisions which help him cope with people and physical surroundings? What chooses have occurred in the development of emotions since childhood? How does one express his desire for more independent.			tional maturity affect men-	fluences on the building	graph on how an individual
what physical needs What emotional needs What social needs must be satisfied for must be satisfied? be satisfied? be satisfied? be satisfied? be satisfied? be satisfied? mind in mental health? mind in mental health? mind in mental health? mind in mental health? How does an inclividual develop the ability to make decisions which help him cope with people and physical surroundings? What changes have occurred in the development of emotions since childhood? What changes have occurred in the development of emotions since childhood? How does one express his desire for more independence.	. Problem souring		. tal health?	of good mental health?	shows that he is a responsible
What physical needs What emotional needs What social needs must be satisfied? good mental health? What is the role of the mind in mental health? What is the role of the mind in mental health? How does an incividual develop the ability to make decisions which help him cope with people and physical surroundings? What chringes have occurred in the development of emotions since childhood? What chringes have occurred in the development of emotions since childhood? How does one express his desire for more independence?				u so, what are they?	person.
good mental health? What is the role of the mind in mental health? What is the role of the mind in mental health? How does an inclividual develop the ability to make decisions which help him cope with people and physical surroundings? What changes have occurred in the development of emotions since childhood? What changes have occurred in the development of emotions since childhood? How does one express his desire for more independence?		What physical needs	. What emotional needs	What social needs must	Let class list and discuss some
good mental health? Initial in mental health? How does an incividual develop the ability to make decisions which help him cope with people and physical surroundings? What changes have occurred in the development of emotions since childhood? How does one express his desire for more independence?	. Sense of responsibility and	must be satisfied for	must be satisfied?	be satisfied?	characteristics of persons with
mind in mental health? How does an incividual develop the ability to make decisions which help him cope with people and physical surroundings? What chruges have occurred in the development of emotions since childhood? How does one express his desire for more independence?	13 PAGE F.	good mental health?			good mental health.
How does an incividual develop the ability to make decisions which help him cope with people and physical surroundings? What chringes have occurred in the development of emotions since childhood? What chringes have occurred in the development of emotions since childhood? How does one express his desire for more independence?			. What is the role of the mind in mental health?		
what chenges have occurred in the development of emotions since childhood? self and to How does one express his desire for more independence?		How does an inclividual decope with people and phys	welop the ability to make decical surroundings?	isions which help him	
How does one express his desire for more independence?	. Emotional centrol	What changes have occur	ed in the development of emo	otions since childhood?	Divide the class into buzz
How does one express his desire for more independence?			•		groups. Give the groups a
How does one express his desire for more independence?					prepared case involving a men
How does one express his desire for more independence?	Anser				tal-emotional problem. Let
How does one express his desire for more independence?					each group discuss the case
How does one express his desire for more independence?	Love				and report their indings back
How does one express his desire for more independence?					to the class.
How does one express his desire for more independence?					Show a filmstrip on how to
How does one express his desire for more independence?			•		meet needs of adolescence.
How does one express his desire for more independence?					
How does one express his desire for more independence?					Show a film on how emotions
How does one express his desire for more independence?			•		are controlled.
How does one express his desire for more independence?			•		
How does one express his . desire for more indepen- dence?	others		•		
	nes .		How does one express his		Have atudents make a list of
י מתרב מיוים ירבביזיולפי			desire for more indepen- dence?		ways one can feel awkward. What kinds of situations pro-
	•				duce this rectings?

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BASIC AREA:

CONTENT	Physical	MOTIVATING QUESTIONS (ental-Exotional	LS Socio-Cultural	LEARNING EXPERIENCES
		. Why is independence de		
		What emotional needs in-, fluence the desire for in-, dependence		
. Parente		What changes have oc- curred in the expression of affection by parents for children? Vice versa?	What changes have oc. , What are some ethnic and curred in the expression , socio-cultural patterns of affection by parents . of relationships with parfor children? Vice versa?, ents? Why are there differences, if any?	Discuss the types of problems adolescents have difficulty talking over with their parents. Also, discuss which problems can be discussed easily with parents.
				Show a film on adolescent- parent relationships.
. Siblings		How does having brothers and sisters affect one's personality. Are there differences in reactions to older brothers and sisters? Younger brothers and sisters? What	and sisters affect one's equations to older brothers there and sisters? What	Have a panel discussion on re- lationships with brothers and sisters in general and with older or younger brothers and sisters.
		, Are the districted		Let an only child report orally on his development and whether he thinks having no siblings affected him.
. Peers		What emotional needs are satisfied by peer-group relationships?	. Who makes up the peer group of a specific individual?	Have each student list the qualities of his best friend that have influenced him.
		What are some of the influences of the peer group on an individual?		Show a film on making friends,

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and a second		MOTIVATING QUESTIONS		
	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
		. What changes in social interest from earlier days are	rest from earlier days are	Use role-playing to exemplify
	-	represented in peer-group relationships?	relationships?	traits that are basic to getting
		. Why is the peer group so important?	nportant?	along with others.
			•	Have a panel discussion about
				the good and bad points of
,				
. Members of the opposite sex		What is the nature of the. What emotional needs are		Survey class for their opin-
	physical attraction?	. satisfied by relationships .		ions on time to start dating.
	What is the importance	. with interpolate of the op-		1
			_	nave each student write an
		What is the similar in the		essay on what he considers
	_	, what is the significance of going steady?	going steady?	satisfactory conduct with mem-
				bers of the opposite sex.
			What are the cultural in-	Have someone from a foreign
		•	fluences on going steady	Country who now lives in your
			(e.g., early steady dat-	community explain differences
			ing and marriage)?	in dating customs in his native
		•		land and the United States.
			How do these cultural	
		•	influences affect attitudes	Pole-play a situation in which a
		•	toward relationships with	student is confronted with a
		•	the opposite sex? How do	difficult decision and makes the
		•	religious beliefs affect	wrong one. Discuss the ways
	_	•	such relationships?	he defends or justifies his ac-
Mental adjustment mechanisms	_	What is a mental admen		tion and why.
		ment mechanism?		Dole-man a situation to mitigat
	•	•		Note play a situation in which
	•	Money of the state		the class accused a student of
	•	now are messe mechanisms		a particular wrong. The stu-
		a part of growing up?		dent will answer as he sees fit.
	_	•		This activity should continue un-
		•		til the "accused" is completely
	•	•		involved in his reactions. Ana-
		•		lyze with the class the "accused"
				student's behavior and why he
				7.7 - 2 1

BASIC AREA: CONCEPT:

CROWTH AND DEVELOPMENT Growth and development are dynamic processus that continue throughout a lifetime and follow predictable patterns, yet are unique for each individual.

<u>(</u>_)

LEARNING EXPERIENCES What are some of the typical problems of mental health of young people? How Socio-Cultural SUBCONCEPT: Mental and emotional disturbances are evidence that the personality is in trouble and needs help. MOTIVATING OVESTIONS Menta Management can they learn to cope with these problems?

Physical

. Individuals have problems they find difficult to understand and

resolve.

CONTENT

LEVEL

Problems that affect mental

Emotional disorders and emotional health

attitudes and discuss with class. Also discuss with the class how one angry and discust in class. things one tears and that make Show a film on emotions and Have students make lists of . How are mental functions . , affected by emotional problems?

groups and let each group disindecision and the mixed emotions that arise from such sittypes of situations that cause cuss and report to the class Divide the class into buzz

one deals with these emotions.

What is a mixed emotion?

influence decision-mak-How do mixed emotions

types of psychosomatic illness. Assign reports on the various

> illness? What ar a me . What is a psychosomatic

Total of emportor

Anger. Fear

Love S

GROWTH AND DEVELOPMENT
BASIC AREA:

CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	S Socio - Cultural	LEARNING EXPERIENCES
. Physical defects		What are emotional re-		Assign reports on famous men
. Skin problems		actions to paymental proof.		piness in spite of severe illness
. Ill bealth	•	•		or properties treatments.
. Handicaps	•			graph on some of the physical
. Poor posture		•		create problems for him and
				cope with these problems.
. Behavioral problems		Why do we behave as we do?	٠ ~ ـ	Have a new student in class tell
and the state of t	What are the ment factors	Whee are the many factors that determine the way we hehave?	behave?	of his problems when he came to the school and how he solved
				them. Ask aim to discuss how
. Controlling one's actions				heae problems illuenced als behavior.
. Conforming and not conforming		What are some of the emotional reactions to social problems (shyness,	How does one react so- cially when he has an emotional problem?	Have a panel discussion in- volving parents and students on
				the problems parents and teen-
		etc.)?	what types of social prob- lems create emotional	agers tace and now mey have arrived at solutions or com-
			difficulties?	promises to resolve these prob- lems.
. Conflicts	What needs cause us to feel as we do?	el as we do?		Let each student list situations
				of the previous day that created
				conflicts, lears, or irustra- tions in his life.
	What happens when these	What happens when these needs are not met as we would like?	ild like?	Let the class discuss the differ-
				and mental illness.

VI-20

NOTIVATING CONTENT - Between goals - Between and "a conflicts and how can we learn to resolve them? - Between and "a conflicts and how can we learn to resolve them? - Between and "a conflicts and how can we learn to resolve them? - Between one's own desires - What are the results of conflicts and decrees goals - Patrees a team-ager's - Conflict and how of his part of the family can conflict between you and the class into any conflict between one's own desires - Between one's own desires - Patrees a team-ager's - Conflict and how of his and parent or other adults - Conflict and how of a conflict between you and conflicts and resolve the class into any parent or other adults - Conflict and how of a conflict between one's own desires - Conflict and how of a conflict between one's own desires - Conflict and how of a conflict between one's own desires - Conflict and how of a conflict between one's own desires - Conflict and how of a conflict between one's own desires - Conflict and how of a conflict between one's own desires - Conflict and how of a conflict between one's own desires and a conflict between one's own desires a conflict between one's own desires and a conflict between on					
Marie Montache Marie Montache Marie Montache Marie Montache Marie Montache Marie	AREA: GROWTH AND DEVELOPME	T.			
What are conflicts and how can we learn to resolve them? Show and discuss a film conflicts and resolving the conflicts and resolving the conflicts and resolving the conflicts and resolving the conflict between you and the case in inner conflict between you and the case into standard solutions. What is the role of can. What is the relationship maturity? Show and discuss a film conflicts and resolven from the conflict between you and the case into standard solutions. Show and discuss a film of conflicts and resolven from the case into standard solutions. Show and discuss to conflict between you and the case into standard solutions. What is the relationship maturity? Show and discuss a film of conflicts and form practice of the case and resolven the relationship conflicts and from practice of the case in the conflicts and from practice of the case of th		Physical	MOTIVATING OUESTION		LEARNING EYPERIENCES
in 1167 's own desires 'what are the rote of con- science in inner conflict? 'What are some sources of Role-play a conflict between you and their adults 's own desires '	*	hat are conflicts and h	ow can we learn to resolve th.	, ma	Show and discuss a film on conflicts and resolving them.
** own desires • what is the role of cnn- • what is the role of cnn- • what is the role of cnn- • what is the rolaticarly what is the relationsh • why does it exist? How • what is the relationsh • when readying emotional man turity? • what is the relationsh • when readying emotional man turity? • where the complete one from the relationsh • where the relationsh is the relationsh • what is the relationsh • what is the relationsh • where the constitutionsh • where the relationsh • where the constitutionsh • where the relationsh • where the constitutionsh • what is the relationsh • where the constitutionsh • where the relationsh • where the	Between goals		. What are the results of conflicts between goals . in life?		
those of his there is the relationship to the are some sources of the family car conflict between you and the use of the family car in the use of the family car date. Discuss ways of range to the sources of the family car in the use of the family car in the family car	. Between one's own desires		. What is the role of con-		
Divide the class into small groups to discuss the completiven some adolescent parents or other adults on parents or other adults on their and clothes styles.	. Between a tean-ager's desires and those of his parents or other adults		••••	What are some sources of conflict between you and your parents and how do you solve them?	Role-play a conflict between in adolescen, and a parent over the use of the family car for a date. Discuss ways of resolving this conflict.
society society society . Do you have a conflict be- tween what society expects and what you want to do? . Why does it exist? How . What is the relationship between solving conflicts and attaining maturity?					Divide the class into small groups to discuss the conflicts between some adolescents and parents or other adults over hair and clothes styles. Groups should report back their recommended solutions.
	. Between one's own desires and those of society			Do you have a conflict be- tween what society expects and what you want to do? Why does it exist? How are you going to resolve it?	Have a counselor talk with the class abou' the relationship between risolving conflicts and developing emotional maturity.
			What is the relationship between solving conflicts and attaining maturity?		Have a panel discussion on the contributions to emotional maturity that come from solving conflicts and from practicing self-discipline.

V1-21

BASIC AREA: GROWTH AND DEVELOPMENT

What is the role of self. Frustrations Frustrations What is frustration? What is frustration? How does competition for grades produce frustrations the individuals and fluence personality. Found to head sidfer because the group discussion on the motivaling questions perhaming to grades. Found to head sidfer because the group of the frustration of the frustrations of the frustrations of the frustration o		Physical Mental-Enotional	Socio - Cultural	LEARNING EXPERIENCES
What is frustration? How does competition for grades produce frustrations? How does competition for grades produce frustrations? How do needs differ between individuals and groups? Equations of groups? What tensions may be produced when two cultural groups come into contact with each other? What tensions may be produced when two cultural groups come into contact with each other? Ability status		What is the role of sediscipling in the derel mont of acceptable believe.		
How does competition for grades produce frustrations? How con this frustration be beneficial or harmful? How do needs differ between individuals and groups? How do social and cultural factors serve as obstanceds? What tensions may be produced when two cultural groups come into contact with each other? What personal inadequacies can produce frustrations?	. Frustrations	. What is frustration?		Have stadents write themes on how one's frustrations can in- fluence personality.
How do needs differ be- tween individuals and groups? How do social and cultural factors serve as obsta- cles to satisfying one's needs? What tensions may be produced when two cultural groups come into contact with each other? What personal inadequacies can produce frustrations?	, Environmental obstacles	How does competition How can this frustrati	i for grades produce frustrations' ion by beneficial or harmful?	Have group discussion on the motivating quastions pertaining to grades.
How do needs differ between individuals and groups? How do social and cultural factors serve as obstaces to satisfying one's needs? What tensions may be produced when two cultural groups come into contact with each other? What personal inadequacies can produce frustrations?	. Poverty			
How do social and cultural factors serve as obstactes to satisfying one's needs? What tensions may be produced when two cultural groups come into contact with each other? What personal inadequacies can produce frustrations?	. Cultural group member- ship		How do needs differ between individuals and groups?	
What tensions may be produced when two cultural group, come into contact with each other? What personal inadequacies can produce frustrations?			How do social and cultural factors serve as obsta- cles to satisfying one's needs?	
What personal inadequacies can produce frustrations?		What tensions may be groups come into con	produced when two cultural tact with each other?	
		rsonal inadequacies can produce frustra	tione?	Have students list some per-
	. Inferior ability			tialities and then div. use ways
	. Social status			tions and solutions to frustra-
	. Physical disability			

What is the state of the state	at are the differences	M. Calvara		LEARNING EXPERIENCES
	beneficial? Detrimental	What are the differences between fear, worry, "nd anxiety? How can each be beneficial?	xiety? How can each be	Have students list situations that may cause them to worry
	What types of physical difficulties produce fears, worries, and anxietes? How can these be coped with?	What types of plysical What types of intellectual difficulties produce and emotional situations fears, worries, and anx-produce fears, worries, be coped with?	What pes of social situ- ations produce fear, wor- ry, etc.?	and possible ways of resolving these situations. Discuss. Have class research and report desixable and undesixable ways to react to fears, worries.
	What are the advantages to a What are the disadvantage?	What are the advantages to an individual from the use of these mechanisms? What are the disadvantages?	of these mechanisms?	and anxieties. Role-play situations exemplify- ing each of the mertal adjust-
	Does a so-called normal Explain,	Does a so-called normal individual use these mental adjustment mechanicus? Explain.	adjustment mechanisms?	ment mechanisms. Ask students to discuss in small
. Dental Wh. mei	What are some ways a pe, son ca mental adjustment mechanisms?	What are acree ways a pe, yon can recognize his overque or depondence on mental adjustment mechapisme?	the or dependence on	groups situations in which they have used these devices xz. cently. Discuss what was gained and why they were used.
. Projection				Have a hysician or psychol-
. Rationalization				each of these mechanisms.
. Daydreaming				Show a film on mental mech-
. Compensation				011781718
. Sublimation				
. Identification				
. Displacement			•	
. Regression			•	

()

DEVELOPMENT
AND
GROWTH
BASIC AREA:

		MOTIVALING OUESTIONS	·	
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Aggressive behavior	What is aggressive behave mental? How can it be ch	What is aggressive behavior? In what ways can it prove beneficial? mental? How can it be channoled into productive outlets?	ve beneficial? Detri- ts?	Have each student write a paragraph about a situation in
. Direct	What is the difference bet	What is the difference between direct and displaced aggression?	gression?	which he reacted aggressively, giving the circumstances of
. Displaced	At what point does aggres	At what point does aggreasive behavior become hostility?	ty?	the incident and the results.
	What types of circumstanthis type of behavior hence	What types of circumstances cause aggressive behav. 1? Are the results of this type of behavior beneficial or detrimental or some times both? Explain.	r? Are the results of .:imes both? Explain.	Have students observe athletes' displays of aggressive behavior either in person or on tele-
			•	vision. Have them report to class the disorders involved and what might have been gained or lost from their behavior.
. Withdrawal	What is physical with- drawal?			Have students dramatize situa- tions in which a person with-
		Is there withdrawal of intellectual goals? If so, what and how?		draws from bis peer group or from society as a whole.
		How does the intensity of the emotional involvement affect withdrawal?		
	How can solutions to prob	How can solutions to problems be found during periods of withdrawal?	of withdrawal?	
Resorting to use of alcohol and mood and behavior modi-		What are the reasons for seeking escape from problems through use of alcohol and mood and behavior modifier:	is through use of alcohol	(See later unit)
	What types of circumstanestanestanestanestanes	What types of circumstances may be cited as reasons for the use of these sub-stances?	for the use of these sub-	
. Suicides	What types of difficulties suicide increasing among dence?	What types of difficulties lead young adults to suicide? Why is the incidence of suicide increasing among adolescents? What factors are related to the incidence?	Why is the incidence of tre related to the inci-	Have students research and report on the implications of the high incidence of suicides among older adolescents.

BASIC AREA: GROWTH AND DEVELOPMENT

		MOTIVATING QUESTIONS		
IN'3 INO	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	What are some indications of a pre-suick with a pre-suicidal condition go for help?	What are some indications of a pre-suicidal condition? Where can a person with a pre-suicidal condition go for help?	Where can a person	Show film "Cry for Heln" and discuss the points made.
. Resources for intervention are available for persons and families affected by mental and emotional disturbances.				
Local	What services are availal and educating the public i	What services are available in your community for treating emotional problems and educating the public in prevention of mental illness?	iting emotional problems	Have the chairman of a committee write or
. State	What belp is offered by co	What belp is offered by community Mental Health and Mental Retardation Centers?	ental Retardation	state Department of Mental Health and Mental Relardation for information on local and
	What family counseling so	What family counseling services are provided by the Family Service Bursaus?	unily Service Bursaus?	state presention and treatment programs for mental illness.
	What services are offered	What services are offered in your community by the Late Rahabilitation Agency?	te Rahab.litation Agency?	Report to the class.
				Have a student write to the
				Hogg Foundation for Mental Health for information on core-
				munity ceuters for treating
				mental Cisorders and educating
				the public in their prevention, Report to class,
	What are the roles of the	What are the roles of the school counselor, the special education teacher, the	education teacher, the	Invite the school nurse, school
	visiting teacher and the sc problems of young people?	visiting teacher and the school nurse in dealing with mental and emotional problems of young people?	ntal and emotional	counselor, and visiting teacher
				help available for mental prob-
				lemr.
				Ask another student to write to
				the National Institute of Mental
				national resources aimed at the
				mental bealth problem.

BASH AREA: GROWTH AND DEVELOPMENT

	LEARNING EXPERIENCES	Have students write a theme on "The Most Serious Health Problem in Our Country Is Mental Illness."	Have students investigate the status of treatment facilities in the city, the region, and the state. Report to the class on types and number of treatment facilities.	Have students research and report on suggestions for preventing mental illness and promoting mental health.			
	Socio - Cultural			: nation doing to promote			
	MOIIVAIING QUESTIONS Mental-Emotional			What are the school, the community, the state, armental health?	· · · · · · ·		
	Piyaical			What are the school, the mental health?			
LEVEL C	CONTENT			Y1-26		183	

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В

VII

BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING Concept: Fitness is an aspect of health that reflects man's readiness to function effectively in his environment.

LEVEL A

An understanding of fitness and its contribution to health Subconcept: is essential.

- . Fitness involves all aspects of man's daily life.
 - . The importance of fitness
 - Fitness for optimal health
- . Achieving fitness involves an awareness of and respect for man's total being.
 - . Dental fitness
 - . Sensory fitness
 - . Cardiovascular fitness
 - . Respiratory fitness
 - . Skeletal-muscular fitness
 - . Gastrointestinal fitness
 - . Fitness in appearance . Psychological and emotional fitness
- LEVEL B Subconcept:

It is the individual's responsibility to develop and maintain his own level of fitness.

- There are valid and invalid ways of determining fitness.
 - . Acceptable evaluative procedures
 - False claims and practices in evaluating fitness
- There are effective methods of improving and maintaining fitness.
 - . Physical fitness
 - . Sensory fitness
 - . Appearance and fitness
 - . Emotional and psychological fitness

LEVEL C

There are factors in our environment that create a need Subconcept: for adjustment in our daily living.

- . There are environmental pressures that influence our daily living.
 - . Rapid pace of daily life
 - . Sedentary living
 - . Increased leisure
 - Selection of goals
- The adjustments to environmental pressures have significance for fitness in everyday living.
 - . Results of adjustment difficulties
 - . Coping with problems of environmental pressure



VII-I

BASC AREA: HEALTH AND FITNESS FOR DAILY LIVING
CONCEPT: Fitness is an aspect of bealth that reflects man's readiness to function effectively in his environment.

CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
Fitness involves all aspects of man's daily life.	What is meant by total fitness?	ness?		Ask each member of the class to write a paragraph giving his or her definition of "fitness."
	What is physical fitness?	What is physical fitness?, What is mental and emo- tional fitness?	What is social fitness? Are there different emphases on fitness amoig various ethnic groups? Socio-ecconomic groups? What are they?	Have a panel discussion on the three phases of timess: physical, mental-emotional, and social. Show a film on fitness and discuss with the class.
	What is endurance?	What is the relationship between physical fitness and intellectual activity?	. What are some obstacles in society to fitness? How can they be overcome?	
	What factors are in- volved in physical fitness?			
. The importance of fitness				
. To the individual	For what should on individual be fit?	dual be fit?	• .	Have a panel of persons includ-
	What are some of the cha	What are some of the characteristics of a fit person?		ing a P. L. teacher, a doctor, a storekeeper, and a housewife
	How does fitness improve	How does fitness improve performance of an individua.	, m	discuss the unportance of lif- ness in their daily jobs.
				Have each student make a list of the things he does each day to develop fitness. Then discuss a team where improvement

ERIC

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BASIC AREA! HEALTH AND FITNESS FOR DAILY LIVING

LEVELA

CONTENT	Physical	A.T.I.V.A.I.IN.G. Q.U.E.S.I.LO.N.S. Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	What are the differences	What are the differences in attitudes toward litness among boys and girls?	nong boys and girls?	Have a symposium on differences
		•		between the sexes relating to
				attitude toward fitness.
. To the family	How does the fitness of it	How does the fitness of individual members of the family influence the total life	ily influence the total life	Assign a committee the respon-
	of that family?			sibility of preparing a bulletin
				board to display newspaper ar-
	How does good family	. How does good family living What is the importance	What is the importance	ticles on family fitnessphys-
	living influence physical	living influence physical . affect the emotional and	of the family as a social	ical, emotional, and social.
	fitness of the family	mental well-being of the	unit to the social well-	Have these members cut out
	members?	. family members?	being of the individual?	articles which inoicate exam-
			Of the nation?	ples or other information on
		•	_	the importance of fitness to
				successful family living.
		•		
	What avenues are open to	What avenues are open to the individual who has a poor family environment, is	r family environment, is	Ask the school counse or to dis-
	aware of this, but must continue to live with it?	antinue to live with it?		cuss with the class some of the
	-			problems arising from family
				units that are not wholesome
				Do one of the sound will be a series of
				The sale to cover the puy sical.
				mental-emotional, and rocial
				sides of wholesomeness.
	· No. por			
				Have four committees create
				situations and then play them.
				using the following characters:
				A family with an invalid
				child
				A family with the father
				dead
		•		A family might a man
				. A lamily with a grand-
				parent who cannot speak
				English and who lives
	-			with the family
		•		. A totally fit family
				Emphasize the importance of
		•	•	the importance of
			_	total lamily lithess and how the

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BASIC AREA:

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CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES	
				various members of the family are involved and affected. Then let the rest of the class critique these presentations.	•
. To the community (local, state, and national)	How does fitness influence	How does fitness influence one's citizenship responsibilities?		Assign oral reports on such presidents as John Kennedy, Theodore Roosevelt, Franklin Roosevelt, Dwight Eisenhower, and Lyndon Johnson erobasiz-	
				ing their concern for fitness as seen from their national of-	
	What events sparked the and Sports?	What events sparked the creation of the President's Council on Physical Fitness and Sports?	on Physical Fifress	Have the class research the President's Council on Youth Fitness and discuss their findings in the class.	
	Why were so many men r	Why were so many men rejected for military service in all of our major wars?	f our major wars?	Appoint a committee to study causes for rejection of men for miltary service for all our major wars and report these findings to the class for discussion.	
Fitness for optimal health	How might optimal health be defined? How does fitness lead to optimal health?	be defined? primal health?		Ask one student to look up scveral definitions of health and discuss with the class.	
. Increased productivity	What is the influence of physical and mental ties on one's ability to do nis daily job well?	What is the influence of physical and mental difficulties on one's ability to do nis daily job well?		Ask a person who owns a company employing people to speak to the class on the loss to his company from worker illness, and other reasons for missing work.	

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BANC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A				
CONTENT	Physical	MOTIVATING QUESTIONS Mental Emotional	Socio-Cultural	LEARNING EXPERIENCES
Enjoyment of living	How might music improve	How might music improve the efficiency of workers		Find out how many days' ab-
	and make them more productive?	Juctive?		sence are caused by illness in
. Enriched living	What factors in our societ	What factors in our society are designed to improve performance and efficiency?	rformance and efficiency?	your school in one month. Ask the principal, a teacher, and a
	How can total fitness add to the quality of life?	to the quality of life?		student to discuss the implications of these statistics from
		•		each one's point of view.
				Ask each student to write a theme on what he would include to make his life a personally satisfying life.
. Achieving fitness involves an awareness of and respect for man's total being				
. Dental fitness	What is se arrangement of a full set of teeth?	What is so arrangement. What is the effect of tooth arrangement and structure of a full set of teeth? . on the personality of an individual?	rrangement and structure	Ask a dentist for a model of a complete set of teeth. Show
				the different types of teeth, their location, and normal arrangement of teeth.
. Malocclusion and related conditions				Secure X rays of teeth, if possible, to show how permanent teeth push out baby teeth. Discuss possible sources of dif-
				inculties.
. Dental caries	Why do teeth decay?	.What is the effect of dental g. Personality?	caries on one's appearance?	What is the effect of dental caries on one's appearance? Ask a dentist or a nurse to ex- Personality?
	What happens when teeth decay?			decay and now it control account. Ask him to bring actual sam- ples of decayed teeth to show to the class.
	How may teeth be kept for a lifetime?	r,a lifetime?		

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BASIC AREA:

	**	MOTIVATING QUESTIONS	va	
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	What is an abscess?	•		Have each class member make
	How meets a year worth			a list of all the sweet things he
	decay?	•		the rest of the class.
	How can you tel' whothey	•		District the contract of the c
	the teeth have been ade-			four different groups. Assign
	quately cleaned?	•		each group a different method
	· · · · · · · · · · · · · · · · · · ·			of cleaning the teeth, Using
	THE PARTY OF LEADING IN	why is reguint brushing important? Use of dental Hoss? Use of o	mar Use of o'r tools?	lood coloring dye (see dentist for source of staining wafers)
	What is the correct way	•		have groups compare the re-
	to brush one's teeth and .	•		sults. Discuss individual re-
	when?	•		sponsibility for the prevention
		•		of dental discase through regu-
	How does one select a proper dentifrice?			lar cleaning of teeth and gums.
	Why are fluorides important to controlling caries?	it to controlling caries?		
	How are fluorides used?			
	What effects can decayed te	What effects can decayed teeth have on one's general health?	iealth?	Ask the class to do a research
				project on the effects of decayed
	How may teeth be kept for a lifetime?			teeth on teneral health. Have oral and written reports.
. Periodontal diseases	What is periodontal dis-		What is the incidence of	Ask the local dental associa-
Gingivitis			periodonta, disease?	tion for a speaker or for a film on periodontal diseases.
, 3	What causes it?			
***************************************	What is tartar?			
. Vincent's infection	What is the major cause of tooth loss?	tooth loss?		
	What are some of the	What was a second of the contract of the contr		

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BANC AREA: HEALTH AND FITNESS FOR DAILY LIVING

LEVEL A				
CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	How may periodontal dise	How may periodontal disease be prevented or controlled?		
. Sensory fitness				
. Vision	How does good vision help one enjoy life?	one enjoy life?		Divide the class into buzz groups and discuss what the world
	What contribution can goo	What contribution can good vision make to one's appearance and personality?	nce and personality?	would be like if there were no sight. Have each group report back to class for discussion.
. Errors in refraction	What are some common eve problems that are	. What are some possible emotional effects on the .		Ask several committees to pre- pare transparencies illustrating
. Nearsightedness	ģ.	person who has to wear		difficulties involving eye struc- ture. Discuss these with the
. Farsightedness		What effect does good		class.
. Astignatism	atc. ?	vision have on learning? What effect does poor vision have?		Show a film about the eye and problems associated with vision.
. Infections and other problems	What are some common eye problems caused by external difficulties?	. What are some of the peculiar beliefs regarding the treatment of styes?	r beliefs regarding the	Role-play some of the common faulte in reading which contribute to vision problems.
. Eye strain	(e.g. infections, eye strain, styes, etc.)			Assign reports on eye problems
. Infections	What is glaucoma?			such as gloucoma, pink eye, stvos, cataracts, etc.
. Styes	amplyopia?			
. Hearing	How does good hearing he	How does good hearing help an individual enjoy a full life?	٠,	Discuss the puzzle: "There is
		What are the implications of hearing on personality development?	hearing on personality	forest and no one hears it." What are the implications of this puzzle?
. Deafness	What is deafness?	What adjustments must a deaf person make? A partially deaf person who wears a hearing aid?	f person make? A	
	What are some types of deafness?		1	

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BASIC AREA:	
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How might infections in the ear cause deafness? What about ear wax? What effects might measles, scarlet fever, etc. have on hearing?		Mental-Emorional		
			Socio-Cultural	LEARNING EXPERIENCES
	٠,	What effect does good hear-		Divide the class into buzz groups
		ing have on learning?		to discuss what the world would
	•	what ellect does poor		be like if no one could hear,
	•	hearing have?		Have each group report back to
				clacs and discuss results,
	desfores in	•		7
		•		Ask a speech therapist to dem-
		•		onstrate and discuss lip reading
		•		and its importance. Discuss
	iwht	•		nearing problems with relation
	let faver.	•		to classroom environments.
. Other common ear dis-	earing?	• •		
orders	• •			
	•	•		
. Infection How might colds, sinus	de, einus	• •		Secure a model of the ear or a
infections, etc. affect	. affect			complete diagram of it. Die-
hearing?	•	•		Cuss with the class, through the
	•	•		use of the model or diagram
. Injury Why is it dangerous to	erous to	•		the nosaible sites of infections
dig in the ear with pen-	with pen-	•		and demonstrate how these of
cile or other sharp ob-	harn ob-	•		Complete the property of the p
jects?		•		.c.t me mearing process.
•	•	•		
. Cardiovascular fitness	•			
. The heart What are some of	of the effect.	What are some of the effects of wholesome exercise on the heart?	heart?	Obtain X rava models or other
	•			Vienals showing healthy and un-
. Leaking valves What are some of the	of the	•		healthy hearts. Discuss dif-
	difficul-	•		ferences,
. Enlarged heart ties of the heart?	rt?	. •		
What effects will r	all raoderate	What effects will moderate living have on the heart?		
	•	•		
What is heart strain?	strain?	•		

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LEVELA		MOTIVATING QUESTIONS	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
			. What is the relationship	Demonstrate the correct way
			. between socio-economic	to take a pulse. If possible,
		, .	, heart fitness?	during a given day and then again
		. How does the feeling of . anger affect the beat of		right before a big game, but before exercise. Discuss pos- sible explanations.
		the neart?		
		. What is the possible ef- , fect on the heart of con- , tinual pressure and ten- . sion?		
	What are some of the common diseases that might injure the heart?	. What adjustments must a person with heart difficulty have to make?	oerson with heart difficulty	
	What is rheumatic fevor?			Assign an oral report on rheu-
	How might it affect the heart?			matic fever. Discuss the find- ings with the class, role play-
				ing several students with heart problems and how they might
				react to their problems. Ask several students to create the
			· •	roles.
. Blood venuels	What is blood pressure?	•		Invite the school nurse to come
	High blood pressure?	•	•	to the class and demonstrate how to take blood pressure.
	What are some causes of high blood pressure?	f high blood pressure?		Ask her also to explain the
	Why can't the blood flow backwards?			Ask for a class discussion.
		•		
	What is strake?	•		



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What is hardening of the arteries? What is cholesteroi? What are some of the illnesses which affect Tespiratory fitness What are some of the illnesses which affect What are some effects of respiratory fitness? What are some effects of respiratory fitness? What are some effects of respiratory disease? What are some problems for one who has respiratory allergies? What are some problems for one who has respiratory allergies? What are some problems for one who has respiratory allergies? What are some problems for one who has respiratory affecting affect respiratory fitters Skeletal-muscular fitness	Section Cultural	LEARNING LAFTERICES
e e e e e e e e e e e e e e e e e e e		Make a transcention of a solid
		showing the location of valves.
		Ask a committee to do this
		and discuss this with the class.
		Ask the class to do a research
e e e e e e e e e e e e e e e e e e e	•	project on cholesterol and hand
e e e e e e e e e e e e e e e e e e e	•	in a theme on its possible ef-
e e e e e e e e e e e e e e e e e e e		fects on blood pressure.
e e e e e e e e e e e e e e e e e e e	itness?	Ask a representative from the
e e e e e e e e e e e e e e e e e e e	•	Regional Tuberculosis and
	. What is the relationship	Respiratory Disease Associa-
	, between socio-economic	tion to discuss the effects of
e e e e e e e e e e e e e e e e e e e	, levels and tuberculosis?	tuberculosis on a person and
e e e e e e e e e e e e e e e e e e e	tory fitness?	also discuss with the class where tuberculosis has its great-
e e e e e e e e e e e e e e e e e e e		est incidence.
8 n	186?	
tre e e		Show a film on all and are
thes		class and discuss with them
the a	•	how allergies affect respira-
ti e s s		tory fitness.
t)	respiratory allergies?	
8 9 5		Assign reports on the functions
88 88 88		of tonsils and adenoids. Find
the sa		out from the class how many
. Skeletal-muscular fitness		have had either removed.
	•	
Benefits of good posture What is good perture and what are some of its benefits?	its benefits?	Show a film on posture habits and discuss with the class.
	•	

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Bases for good posture . Nutrition . Exercise . Muscle tone Types of posture Conditions associated with poor posture	What are some of the bases for good posture? What are different types of good posture in sta What is foot strain? Flat feet? Fallen arches? Why are feet important to good posture? What are some common foot problems and how do they relate to posture? How does a knee injury to a football player affect	Montabenoticeal se for good posture? good posture in standing,	Socio-Cultural pitting, and lying? How may clothing styles influence the selection of shoes and thus affect the posture of the feet and the rest of the body?	LEARNING EXPERIENCES Make a life-size silhouette of the posture of each student. Let each analyze his own sil- houette. Have each student examine his shoss to determine where the wear is. Discuss the implica- tions for good foot health. Let each student stand on a piece of cardboard and draw the outline of his feet. Have him analyze and share with the class what he concludes from his outline.
	How do diseases of the bones and joints affect posture?	How do diseases of the What are some of the effects on the individual of the bones and joints affect crippling action of such diseases as arthritis? posture? What is the relationship of skeletal weight to posture?	s on the individual of the	Assign reports on rheumatism, arthritis, rheumatic fever, and bursitis. Emphasis should be placed on how these conditions affect the joints and posture of the body.
	What is muscuiar weak- ness? What is atrophy?	How might muscle weak- ness affect one's person- ality?	ls there a relationship between muscle weak, ness and group recredition- al participation?	ls there a relationship between muscle weak, list for himself evidences in his ness and group recreation-daily life of muscle weakness. All participation?

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	; !	MOTIVATING QUESTIONS		NEUNALABONA ONINATA
CONTENT	Physical	Menial-Emotional	Secto - Cultural	PANALIS EN LANGE
	How do a charley horse, a pulled muscle, and			
	muscle cramps affect			
		• •		
	Why is coordination important to a person?	gtant to a person?		Have a panel discussion between
	What is coordination? What is agility?	hat is agility?		importance of coordination in their daily lives.
	What are some of the maj	What are some of the major bone difficulties and how do they relate to fitness?	do they relate to fitness?	Assign class and committee research on skeletal and bone difficulties such as rickets and
				Vitamin D, bone formation and heredity, bone structure and minerals.
Gastrointestinal fitness	What effects will exceriso	What effects will excerise and moderate living have on gastrointestinal fitness?	gastrointestinal fitness?	Ask the coach to explain to the
	What is indigestion? What are ulcers?			what they eat before a very in- portant game.
	What are the causes of indigestion and ulcers?	digestion and ulcers?		Have each student make a list of his eating habits which might produce digestive problems.
		How do emotional prob- lems influence the diges- tion of food?	Do social and economic pressures affect the digestive process?	Divide the class into buzz groups and let them discuss the possible effects on digestion of anose, exvienment, nervous-
	What is constipation? Di	Diarrhea? What may be some causes of these conditions?	causes of these conditions?	ness, etc. Share the findings with the class.
Fitness in appearance	How might problems of pe	flow might problems of personal appearance influence the behavior of a person?	the behavior of a person?	If possible invite a dermatolo- gist to speak to the class on
	Why is fitness in appearance so very important?	nce so very important?		the nature and causes of com-

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BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

		MOILVALING QUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	What are some of the special problems of the skin?	. What effect do these problems have on one's person-	s have on one's person-	
	What are the reasons for the use of cosmetics?	the use of cosmetics?		Have the class collect cosmet-
		. What effects can a good appearance have on a person?	arance have on a person?	ic ads, both for boys and girls. Discuss these products, em-
	What effect can skin blen	What effect can skin blemishes have on personality development?	:lopment?	phasizing the types of skin problems they seek to help.
				Form buzz groups to suggest ways young people can improve and maintain fifmess in appearance.
	What is dandruff?	. What effects might hair problems have on a person's . appearance and personality?	ems have on a person's	Assign oral reports on dandruff, baldness, and the importance
	What is considered to be good grooming?	good grooming?		of hair styles and how they should be chosen,
		Why do attitudes differ regarding grooming?	ding grooming?	
. Psychological and emotional fitness	How do mental and physic	How do mental and physical health influence each other?		Appoint a committee to collect pamphlets and other materials on mental health.
	What type of adjustments	What type of adjustments are necessary each day to preserve mental health?	serve mental health?	Ask the school counselor to dis-
		How can a person receive personal satisfaction from his work, from school, from leisure activities?	rsonal satisfaction from leisure activities?	cuss the types of problems one encounters in everyday living that might cause trouble.
			What patterns of behavior and cultural organization exist? What adaptations have been made in the interest of social and cul-	Have students examine a variety of social and cultural groups and report on adaptations and patterns of behavior that lend themely within the cul-
			tural litness?	tural groups.

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BASIC AREA: HEALTH AND FITNESS FOR DAILY LIVING

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LEARNING EXPERIENCES		Ask each student to list for him-	self only the types of everyday	occurrences that cause him to	worry and to be airaid. Have class turn in the lists unsigned	80 that teacher may gain in-	sight into the most prevalent	or most serious problems.		Assign a committee to create	roles of students who have	problems. Then have these stu-	dents role-play the situations	and have the rest of the class	critique and discuss each situ-	ation.		Mave a panel discussion on the	different techniques or ways of	improving emotional fitness	by solving problems. Then,	have students role-play situ-	ations in which problems are	solved at home and at school.							
Socio - Cultural				ental nealth?																											
MOTIVATING QUESTIONS Mental Emotional	. What is self-respect?	What problems do worry, fear, and tensions create?	illustration of the second of	ment of commission of matry many manife create probabile of mental nearly	• •			•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•		•	•	•		
Physical		What problems do worry.	What circumstances is de-				•		•				•	•	•				•	•						•			•	 •	
CONTENT																					-										

adiness to function effectively in his env	
SCAREA: HEALTH AND FITNESS FOR DAILY LIVING CONCEPT: Fitness is an aspect of health which reflects man's readiness to function effectively in his environment.	
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CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio-Culturat	LEARNING EXPERIENCES
There are valid and invalid ways What are the purposes of health evaluations? of determining fitness.	What are the purposes of	health evaluations?		Have students research and report to the class on the valid
. Acceptable evaluative procedures	What persons are qualifie	What persons are qualified to conduct such evaluations?	د	ways of determining fitness.
. Medical examinations	What are the influences o	What are the influences of medical examinations on a person?	person?	
. Health history	What is a family history?	What is a family history? A personal history? Why are they important?	tre they important?	Have each student ask his doc-
	What types of information do they include?	do they include?		tor for a form he uses in getting his health history. Have the students bring them to class and discuss the types of information requested.
				Have each student check his own history to see what information has been accumulated by his physician.
. Laboratory tests	What is a urinalysis? Blood test? Chest X ray? Pap smear?			Ask a medical technician or some other qualified person to demonstrate and discuss a urinalysis.
	What are the purposes of these tests?			Assign an oral report on the nature and significance of blood tests.
. Special measurements	What is the importance of these measurements?			Ack the nurse to demonstrate and discuss the importance and

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. Temperature How often should they be repeated? . Pulse . Blood pressure . Height and weight . Vision and hearing . The general examination What does the doctor look for when he exemination hock for when he exemination chest.		Mettal-Imottonal	Socio - Cultural	LEARNING EXPERIENCES Ask a qualified person to give
pressure pressure and hearing ral examination	could they be re doctor reas?	,		Ask a qualified person to give
pressure Land weight Land hearing	could they be re doctor reas?			Ask a qualified person to give
pressure Land weight and hearing ral examination	e doctor reas?			
pressure t and weight and hearing ral examination	e doctor			meter test and interpret re-
and weight and hearing ral examination	re doctor reas?			sults.
and hearing gral examination	e doctor reas?			
eral examination	reas?	•		
	reas?			Assign committees to consult
. Chest	•			report their findings to the
				for when he examines a person.
. Heart	•			
. Lungs and chert				~~~~
. Abdomen				
. Limbs	• •			
. Psychological ex minations		What is a personality test? An intelligence test? Ap- titude test?		Ask the counselor to discuss with the class the various psychological tests used by the school. Discuss their uses and what they measure.
. Physical fitness tests What is a physical fitness test?	ysical fit-	Why is desire to be plys ically fit an essential ele- ment to be measured? How might it be measured?.		Ask the physical education teacher or to explain the physical fitness test used by the school. Discuss with the class the elements of fitness measured by the test.

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CONTENT	Physical	MOLIVATING OUESTIONS MentalFimorional	Socio - Cultural	LEARNING EXPERIENCES
	5 1 2 2 3			Assign to a committee a project to compare American youth and European youth on results of physical fitness tests. Report to the class.
. Observation of daily be- havior	sured? What types of behavior can be observed by te Of what value is this type of evaluation? How sbould this type of observation be used?	What types of behavior can be observed by teachers? Parents? Of what value is this type of evaluation? How should this type of observation be used?	rents? Self?	As the teacher, explain what you see of the daily behavior of the students. What do you look tor? What do you do with any peculiar discovery you
. False claums and practices in evaluating fitness				Discuss the efforts made by the State of Texas and the federal
. Evaluation by unqualified persons	How can one distinguish be	How can one distinguish brtween a qualified person and a "quack"?	''quack''?	government to protect against quackery.
. Unreliable methods of evaluation	How does one tell if a physical fitness test is reliable and valid?	. Can a person eat and not gain weight? What about empty calories?	weight? What about	Assign as a special project the steps required before a physician or dentist can receive a license to practice in Texas,
	Why is it important to knowing?	Why is it important to know with whom you are deal- ing? What are good indices of litness? Are these "mira- cle" fitness programs really valid? What are poor ones?	ss? Are these "mira- alid? What are poor	Ask the P. E. teacher to administer several physical fitness tests that are approved as reliable and valid. Have him compare what each battery of tests reveals.
				Ask the counselor to suggest several valid and reliable psychological instruments used in the school. What do they measure?

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CONTENT	Physicai	MOTIVATING OUESTIONS Mental-Emotional	N.S. Socie - Cultural	LEARNING EXPERIENCES
. Self-ana,yeis	What are some of the dangers of self-diagnosis?	gers of self-diagnosis?		Discuss in the class the state-
	What are half-truths? Why are they dangerous?	By are they dangerous?		ment, "A little health knowledge can be a dangerous thing."
There are effective methods of improving and maintaining fit-ness.				
. Physical fitness				
. Regular programs of exer-	Wby does an individual need physical activity?	sed physical activity?		Have a panel discussion on the
	Why must exercise programs be regular?	ams be regular?		importance of physical activity in daily living. Have a panel
	What are some of the	•		made up of a doctor, a teacher,
	signs of sufficient exer-			Emphasize the influence of
		•		automation, transportation, com-
	How does physical activ-	How does physical activ- How does exercise influ-	How does our way of liv-	
	aty develop muscular	ence the development of	ing influence our need for	If the school gives physical fit-
	Endurance? Speed?		- chertise:	check his record and determine
	in the second	How does it influence	What type of leisure ac-	the area in which he is satis-
	What effect does exer-	intellectual activity?	tivity would you recom-	factory, unsatisfactory. Dis-
	muscles? Circulation?	How does physical activ-	Construction worker?	cuss possible ways of improv- ing.
	Respiration? Digestion?	ity influence emotional	Housewife? Why?	
	Flow does physical activ-			Have each student do some
	ity affect one's posture?		. •	utes. Then ask him to write
	What is muscle tone?	•		a theme on the changes he
	How does exercise affect			noted in his body after exercise and how he would explain these
	11.7	•	•	changes.



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Secto-Cultural rison needs by age and g in exercise programs? different results? dertuken?	_				
What differences in exercise programs exist for different age levels? What determines the types and amount of exercise a person needs by age and sex? Should people over 50 exercise? over 65? over 80? Should people over 50 exercise? over 65? over 80? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertinen? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?	CONTENT		MOTIVATING QUESTIONS Mental-Emotional		LEARNING EXPERIENCES
What differences in exercise programs exist for different age levels? What determines the types and amount of exercise a person needs by age and sex? Should people over 50 exercise? over 65? over 80? How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertiken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?					After consulting with the P. E.
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What differences in exercise programs exist for different age levels? What determines the types and amount of exercise a person needs by age and sex? Should people over 50 exercise? over 65? over 80? How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertiken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?		•	•		the results of a physical fitness
What differences in exercise programs exist for different age levels? What determines the types and amount of exercise a person needs by age and sex? Should people over 50 exercise? over 65? over 80? How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertisen? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?			. •		scribe for himself a program of
What differences in exercise programs exist for different age levels? What determines the types and amount of exercise a person needs by age and sex? Should people over 50 exercise? over 65? over 80? How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?			•		exercises to improve his vigor,
What differences in exercise programs exist for different age levels? What determines the types and amount of exercise a person needs by age and sex? Should people over 50 exercise? over 65? over 80? How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?					strength, etc.
What determines the types and amount of exercise a person needs by age and sex? Should people over 50 exercise? over 65? over 80? How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?	de and	What differences in exerc	ise programs exist for differe	ant age levels?	Divide the class into four com-
What determines the types and amount of exercise a person needs by age and ser? Should people over 50 exercise? over 65? over 80? How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertiken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?			•		mittees, and assign the follow-
Should people over 50 exercise? over 65? over 80? Should people over 50 exercise? over 65? over 80? How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?		What determines the types	and amount of exercise a per	rson needs by age and	ing research topics; exercise
Should people over 50 exercise? over 65? over 80? How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenies, weight training, etc.?		, HO	•		programs for high school stu-
How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?		should people over 50 exe	reise? over 65? over 80?		middle aged adults: sex differ-
How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertinen? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?		•	•		ences in exercise needs for
How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?					any age level. Have these
How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?					class.
How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?	. According to desire		•		
How is exercise related to weight control? What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circumstances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?					
What are some of the different reasons for participating in exercise programs? What differences exist in the exercise programs for the different results? Under what circur, stances should such programs be undertiken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?		fow is exercise related to	weight control?		Ask a physician or a qualified physical aducator to discuss
What dissences exist in the exercise programs for the disserent results? Under what circur, stances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?		What are some of the diffe	rent reasons for participating	g in exercise programs?	with the class the different pur-
what differences exist in the exercise programs for the different results? Under what circur, stances should such programs be undertaken? What type of benefits can be derived from jogging, regular calisthenics, weight training, etc.?		3		33.5	poses of regular exercise pro-
curratances should such programs be undertuken? nefits can be derived from jogging, regular calisthenics, weight		What differences exist in	ine exercise programs for the	different results?	grams, Emphasize the diller-
curratances should such programs be underthken? nefits can be derived from jogging, regular calisthenics, weight			•		vary according to desired re-
curratances should such programs be underthken? nefits can be derived from jogging, regular calisthenics, weight					sults,
curratances should such programs be undertiken? nefits can be derived from jogging, regular calisthenics, weight					
nefits can be derived from jogging, regular calisthenics, weight		Jnder what circum, stances	should such programs be unc	de fliken?	Discuss with the class the un-
		What type of benefits can	be derived from jogging, regu	ular calisthenics, weight	appraisal before starting any
	2	raining, etc.?	•)	exercise program,
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CONTENT	Physical	MOJIVALING QUESTIONS Mental-Emotional Socio-Cultural	LEARNING EXPERIENCES
	What is the difference between isometrics and weight lifting?		Ask the coach to explain and demonstrate with an athlete the differences between weight training and isometries.
	How effective are some of the commercial devices used in exercise programs?		
. Active participation in	What types of sports acti	What types of sports activities lend themselves to general participation?	Assign a research project to a
	What are the dangers in American people?	What are the dangers in the increased trend toward spectator roles among American people?	participation during one's life- time in the following:
	What is a carry-over spongon sports skills in high schoanswers.	What is a carry-over sport? Should we emphasize the acquisition of carry-over sports skills in high school rather than team sports? Discuss and explain your answers.	
	Why are some aports bet	Why are some sports better than others for recreational purposes?	Swimming
	What are the lifetime va.	What are the lifetime values of knowing and performing sports activities?	Discuss the reasons for the differences and the relationship to total life physical fitness.
. Proper diet (More detail in the unit on Nutrition)	What is meant by a bal- anced diet?		Show a film on the fundamentals of diet.
	What does it mean to be fat?	iar?	Show a film on obesity.
	What are the causes and effects of obesity?	effects of obesity?	
	How does a person's dail	How does a person's daily living schedule influence what he eats?	Have each student estimate the
	What is the relationship between caloric intake and energy output?		which he engages daily and how much time he spends in each one. From this schedule, let
			each prepare, to hand in, a die: for the daily activities with em-

Physical	Mental Emotional Socio-Cultural	Itural LEARNING EXPERIENCES
What is fuel debt?		
What is basal metabo		
What is fatigue? What are its effects? Are there different types of fatigue?. If so, describe them,	ts effects? Are there	Assign research projects on fatigue and ask the students to
What is the dissence between chronic and acute satigue?	en chronic and acute .	discuss their findings with the class.
In what ways can farigue be considered healthy? Explain.	considered healthy?	Divide the class into buzz groups and let them discuss
How can fatigue serve as a warning in exercising and playing?	varning in exercising	fatigue as a warning against overactivity,
How do sleep and rest reatore efficiency?	re efficiency?	Assign an oral report on how
		aterp and rest rebuild what is lost during the previous day's activities. Follow with class discussion.
What happens to the body during sleep?	ing sleep?	Assign an oral report on the
What is sleep?		physiology of sleep. Follow with class discussion.
How does toes of sleep affect an individual?	t an individual?	
How does a person decide ho level of health?	How does a person decide how much steep is required of him to maintain a high level of health?	lain a high
How much sleep is needed by an individual?	. an individual?	
How can an individual ger the most out of his sleep?	most out of his sleep?	Ask each student to prepare a list of the things he does to get the maximum out of his

CONTENT

. Sleep and rest

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		MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
				sleap. Include amount of sleep,
				preside activities, and the
				ventilation, etc.
	What is insound and ho	What is insountia and how does one cope with sleep-		Role-play a rleepless night.
	lesaness?			Have a committee prepare the
	A PART OF THE PART	. when hours from analysis make her? and are will		role and have one of the mem-
	nonpreseriation sleep inducers?	nducers?		the class critique the action,
. Sensory fitness				
. Eyes	Whar is normal vision: 20/20? 20/00?	20/207 20/00?		
	A COURT OF THE COU	•		Accident the state of the state
	protecting the eyes?			ture protects the eye. Have
				models of the eve and skull
		•		available for demonstration.
	How can ore protect his	•		Have energy sectors of
	eyes from strain?			discuss a list of rules or prop-
		•		er rea linginclude lighting
	Why is television a haz-	•		posture, etc.
	ard to vision?			
				Have the class make a survey
	_	٠		with a light meter of the light-
				ing, natural and artificial, at
				desk level, at board, and else-
				where. Look for sources of
				glare and teaching objects
				difficult to see.
	•			Test the vision of each of the
	A.=			close members with an account
				able test such as the Snallen
	-			Chart. Magaachigette Vision
	_			TO COLO COLO COLO COLO COLO COLO COLO CO

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Physical	MOTIVA CING CUESTIONS Mental-Emotional	Socio-Cuineal	LEARNING EXPERIENCES
How can one protect his eyes from infection, in- jury, and disease?			Show a film on eye care, rarticularly stressing accidents, injuries, and diseases.
What is the influence of nutration on vision?	. What is the relationship between tension and good vision?		
Who are the professiona	Who are the professionals who deal with eye problems?		Have a panel discussion involving three students who have done research on the three eye specialistics: optionalistic optician. The discussion should include special training, special duties and the major differences between them.
What special pr-cautiors cation for the eyes?	What special pr-cautions should be taken in self-inedication or use of old medi- cation for the eyes?	or use of old medi-	Have each student secure the names of many patent eye remedies, discuss them with their eye doctor, and report back to the class.
What is normal hearing acuity?			Ask a physician or other qualified person to speak to the class on hearing losses and proper
What is a bearing aid?			care.
What are some different types of hearing aids?			
For what type of hearing loss is each one used?			
What is an otologist?			Assign an oral report on the training and area of specializa-

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CONTENT	Physical	MOLIVATING QUESTIONS Mental-Emorional	Socio - Cultural	LEARNING EXPERIENCES
				Ask the school nurse to test with an audiometer each member of the class and evaluate the results.
	Can incorrect blowing of the nose lead to a mid- dle ear infection?			Have students research and report on how incorrect blowing of the nose can cause infection in the middle sear and on the correct.
	Why should one avoid	•		rect way to blow the nose,
	with pointed instruments?			Have class list ear precautions to take before ewimming.
Appearance and litters Teeth				
. Regular dental care	How often should a person go to see the dentist? What services thould a person expect from a de	How often should a person go to see the dentist? What services chould a person expect from a dentist?		Have class study pictures illustrating effects of malocclusion and caries on appearance,
				Have students collect statistics on the number of people in Texas needing dental care. Discuss the implications.
	What are some of the dent	What are some of the dental specialists and what are their functions?	neir functions?	Have a panel discussion on the functions, training, and differences of dental specialists.
, Diet	What is the relationship of diet to or included for meals or snacks?	What is the relationsing of diet to dental disease? What foods should be avoided or meals or spacks?	at foods should be avoided	Show a film on tooth decay and the use of too many sweets.
	Does fluoridation of water prevent decay?	prevent decay?		Collect all the pamphlets or water fluoridation for preven-

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		MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Enotional	Socio - Cultural	LEARNING EXPERIENCES
				the Texas Dental Association
				Health. Have students study
				the materials and other refer-
				ences and report to class what
				dental authorities sa about
				the effects of fluoring on dental health.
	Does dieting affect dental health?	i health?		Discuss the possible effects of
				diet lads on teeth and gums.
. Cleansing	How often should one clean his teeth?	en his teeth?		Stain teeth with food coloring
	What is the value of a mouthwash?	quthwash?		dye (ask dentist about discolor- ing wafers) and then use mouth-
	What is the correct way to clean the teeth?			wash. Discuss value of cleans- ing with brush in contrast to using mouthwash.
	What tools are necessary, to clean the teeth?	, to clean the teeth?		
	What types of dentifrices	What types of dentifrices should be used? How should this be determined?	iis be determined?	Compile a bulletir, board showing ads and claims for various dentifrices. Discuss these claims and implications.
	What is pingue? Why me ease?	What is pingue? Why must if be numoved from the teeth to prevent dental disease?	to prevent dental dis-	Have students volunteer to use food coloring dye to study plaque growth over a 4-day period. All should begin with a clean mouth,
. Skin				Show a film on the care of the
. Cleanliness (see also	What are the values of regular bathing?	gular bathing?		skin,
unt on Consumer Realth)	Why is a warm bath best			

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VEL B	-			
CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	Why use a mild soun?		 	
	- dina	•		
	What are comparative cleansing quality s or soap and cold cream?			
	What are the values of co	What are the values of cosmetics and deodorants?		Collect ads on cosmetics and
	What are the two types of. deodorants?			decolorants in the paper and look at the local drug store's supply. Discuss all the implications.
. Effects of weather	Why is too much sun harmful to the skin?			Prepare with the class a list of precautions to take in sun-
	What are the dangers of too much sun?			bathing and discuss the reasons for these precautions.
	What are some precautions to use in sunbathing?			
. Acne and other skin in- fections	How would an incividual prevent or control acne?	prevent or control acne?		With the help of a physician, make a list of home remedies for acne.
				Make an oral report on the training and area of upecialization of a dermatologist.
	How can athlete's foot be tringworm, lice, itch, etc.	How can athlete's foot be treated or prevented? Other skin problems such as ringworm, lice, itch, etc.	ựn problems such as	Ask the physical education teacher to show how athlete's foot is controlled.
. Diet and exernise	How can the skin be affec	How can the skin be affected by diet and exercise?		Discuss with the class ways in which diet and exercise affect the skin.

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LEVELB				
CONTENT	Physical	MOTIVATING OUESTIONS Mental" motional	Socio - Cultural	LEARNING EXPERIENCES
	100			
rier .	what is the relationship b	what is the relationship between good health and the hair?	T	And have students collect pictures
	What is the value of brushing the hair?			on ooys and girls with nealthy and unhealthy hair. Bring them to class, put on a bulletin
	Flow often should the hair	Flow often should the hair be shampooed? What determines thir?	nes thir?	board and discuss the characteristics of each,
	How effective are home remedies for baldness?			
	How can dandruff be pre- vented or treated?			
	What are some of the effe	What are some of the effects of permanent waving and dyes and tints on the hair?	yes and tints on the hair?	Get information from the Food
215				and Drug Administration on the care of the hair and safety of some preparations such as permanent waves, dyes, shampoos, etc.
	What are the best ways for removing excess hair?	r removing excess hair?		Discuss, after research, the safe, ways to remove excess hair,
. Naile	What are the influencee of	What are the influences of well-groomed hands and nails on an individual?	s on an individual?	Survey the class on the care of
	How should the nails be cut?			their nails. Are they clean? Are they cut correctly? Discuss implications of unsightly nails.
	How should they be cleaned?			
, Emotional and psychological fithe, s				
. Relaxation and recreation		What is recreation and what are its values?	are its values?	Survey all the different types of recreational facilities in the

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	Physical	MOIIVATING QUESTIONS Mental-Emotional	S Socio-Cultural	LEARNING EXPERIENCES
byeical	What are some forms of			community. Where are the
Cames	physical recreation			weaker ones? Have students
Sports				
Darcing				
(enta:		What are some forms of		
Reading		mental recreation		
Music				
Movies and television				
ocial			What are some forms of social recreation?	
	What types of recreation	What types of recreation does a person need and what determines this need?	determines this need?	Have each student write a theme
		Why is participation in spectator sports being used more often as a form of recreation?	ctator sports being used greation?	on the forms of relaxation in which he indulges, including why he chooses the form he does.
	How can an individual consciously relax?	1sciously relax?		Have each student make out a daily schedule, indicating how
				ties.
bies	What is a hobby?	•		Ask the class to orally discuss
	What values do hobbies a	What values do hobbies afford to psychological fitness?	ć. 6	their hobbies. Ask the person or persons with the most un-
				usual ones to discuss or demonstrate them to the class.
e Su	How does merely changu	tiow does merely changing activities often provide release from stress?	lease from stress?	Discuss the circumstances under
				which changing jobs during the day can reduce tensions and

Have each student write a theme to hand in on "Stress in Our Everyday Living." divide the class into huzz groups and have each group make a list "stress" -- interse exertion, the Have several students research strain and effort of life. Then and report to class on what life of things that create stress in Give the class a definition of their daily lives. Have each group report back to class. LEARNING EXPERIENCES stresses of everyday liv-What are some of the values of stress in our caily lives? Some of the harmful BANCAREA: HEALTH AND FITNESS FOR DAILY LIVING
CONCEPT: Fitness is an aspect of health which reflects man's readiness to function effectively in his environment. What are some social Socio-Cultural There are factors in our environment which create a need for adjustment in our daily living. ing? MOTIVATING QUESTIONS What are some physical 'What are some emotional stresses of daily living? stresses of daily living? Mental-Emotional What is stress? Physical offects? There are environmental pressures that influence our daily . Rapid pace of daily life . Stresses and strains CONTENT SUBCONCEPT

Manufaction of Confession and Park

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of stress on a family. Create

the role of a worried father, a mother who is not feeling well,

Have students role-play a situa-

What are some signs of stress and strain?

When does stress become harmful?

would be like without any stress

and why some stress is neces-

sary.

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		MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
				•
		. How does always having deadlines to meet affect a	to meet affect a	and include:
		. person and his relation to family life?	life?	. How many meals did all
				members of the family
	How have the increased	How have the increased gesponsibilities and requirements of daily life affected	daily life affected	eat together?
	people?			. How many nights out for
				different family members?
	What is chronic fatigue?			. How many deadlines, work
		•		or otherwise, did the
				students have to meet?
				. How many times did any
				family member have to
				rush to make an appoint-
				ment or meeting?
				Tabulate the results with the
				class and also discuss implica-
				tions?
24:001	When it was not been been and			
ary mung	what is meant by sedentary living:	ary mang:		Have the class make a ust of
	;			their daily activities that in-
	What are some of the cau	What are some of the causes of sedentary living?		volve passive activities, such
				as riding, watching, reading,
	How does sedentary living affect an individual?	ig affect an individual?		listening, Also have them
				list those activities where phys-
	How has technology . Iluenced sedentary living?	enced sedentary living?		ical activity of any sort is in-
				volved, such as riding bicycles,
	Will sedentary living bec	Will sedentary living become more of a problem? Explain.		walking, playing sports. Then
				compare the amount of time
				involved in each type and dis-
				cuss all the implications.
	Are there any difference	Are there any differences in the effects of automation and technology on rural	chnology on rural	Divide the class into buzz
	and urban people?		i	groups and have each group
				list ways automation and tech-
				nology have replaced daily activ-
				ities which involved physical
	-	•		effort. Discuss the differ-
				ences in daily activities done

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		MOTIVATING OUESTIONS		
	i			TEADWING EVDEDIENCES
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EAFENERGES
				by automation in the rural
				tamily in contrast to those in
				the urban family scene.
. Increased letsure	What has been the effe	What has been the effect of automation on the amount of leisure time a person	f leisure time a person	Have a panel discussion on the
	has?			effect of the machine age on
				one's vocation. Ask a farmer,
	_			a housewife, an insurance man
				and a mechanic to discuss
		•		what new inventions save them
				time and energy Alex have
		•		them discuss what this has
	.—	•		meant for free time
	_			
	What are some of the	What are some of the problems that have come with increased leisure?	creased leisure?	Have each student look again
	•	•		at his normal daily schedule.
				This time ask each one to in-
				dicate the amount of free time
		•		he has and how he used this
				face time Discuss these and
				iree taile. Discuss diese sur-
				Vevs with all class members.
	What are some of the	What are some of the desirable ways to use one's free time?	time?	If possible assign a committee
				the market of the man
				to make a use study or the rec-
				reational facilities in the com-
		•		munity. Report the findings
		•		to the class and discuss the
				implications.
	Will is wise use of let	way is wise use of leisure time important to an italyiqual	inal	Have a symposium on the ques-
	_			tion: what is wise use of
				leisure time?"
, belections of goals	what types of goals do	What types of goals does a person set for atmseif?		Assign three committees to
				discuss and report on the phys-
				ical, mental-emotional, and
				social goals a person ought



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CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	What are the important f	What are the important functions and values of goals in a person's life?	.in a person's life?	to have for his life. Assign
				one of these goal-types to
	What are realistic goals? Unrealistic goals?	? Unrealistic goals?		each committee and have them
				report their findings to the rest of the class.
	How might conflicts betw	How might conflicts between goals create problems in an individual?	n an individual?	Have each student list goals
	•			in his life which he considers
	Why is the formation of goals important?	goals important?		realistic. Then allow time
			•	for the student to evaluate
	Why is the fulfillment of	Why is the fulfillment of goals important to the health of the individual?	h of the individual?	whether there are some which
				he would like to achieve but
			•	doubts that 'e can? Compile
	-			from these lists realistic
				and unrealistic goals common
	-			to all the students.
Struggle for status	What does the term "status" mean?	us" mean?		Discuss with the class some
				of the sumbols in our culture
	What are some of the mo	What are some of the motives behind the struggle for status?	status?	than represent status?
	Why is strtus such an im	Why is strus such an important motive? How can the status motive become a	e status motive become a	Discuss win the class the
	desirable motivator? An undesirable one?	nundestrable one?		reasons people struggle for
			,	status and some possible re-
	What is the "Latus of a	What are some status vo- What social situations	What social situations	sults from this struggle.
	good athlete? Why?	. cattons?	might produce unrealistic	
			status goals?	Ask the counselor to admin.s-
		. What academic goals are	•	ter an interest and " aptitude
		. status symbols?	Why are some vocations	inventory it chisture that
		•	and objects status in some	the c Ask each student
			communities and not in	to com, and the with
			others?	his vocationa lang, besat
				are the difference and the
				suddia pitres?
	!!			
	-			now do vocational douis relate
		•		to status seeking

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How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financi problems and disadvantages? What factors should be considered by an indi What factors should be considered in choosing a vocation?		x	MOTIVATING OUESTIONS		
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financiproblems and disadvantages? V. at vocational goals should be considered by an indigentation?	CONTENT	Physical	Mental-Emerional	Socio - Cultural	LEARNING EXPERIENCES
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financi problems and disadvantages? V. Lat vocational goals should be considered by an individual factors should be considered in choosing a vocation?		•	•		
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financy problems and disadvantages? V at vocational goals should be considered by an indigrecation?			•		Hand out a mimeographed
How does the desire for financial security motivate an his behavior? What are some of the values of motivation for financip problems and disadvantages? V. at vocational goals should be considered by an indignoration?		•	•		sheet of the aurotypes of the
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financi problems and disadvantages? V. Lat vocational goals should be considered by an individual factors should be considered in choosing a vocation?		•	•		following types of persons:
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financial problems and disadvantages? V. Lat vocational goals should be considered by an indigentation?		_	•		. The famous athlete
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financip problems and disadvantages? V. at vocational goals should be considered by an indigination factors should be considered in choosing a vocation?			•		. The well-dress dyoung
How does the desire for financial security motivate an his behavior? What are some of the values of motivation for financip problems and disadvantages? V. Lat vocational goals should be considered by an individual factors should be considered in choosing a vocation?		•	•		girl
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financi problems and disadvantages? V. Lat vocational goals should be considered by an indi what factors should be considered in choosing a vocation?			•		. The school favorite
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financial problems and disadvantages? V. Lat vocational goals should be considered by an indigentation?		•	•		. The great student
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financip problems and disadvantages? V. Lat vocational goals should be considered by an indigentation factors should be considered in choosing a vocation?		•	•		Divide the group into commit-
How does the desire for financial security motivate an his behavior? What are some of the values of motivation for financial problems and disadvantages? V. Lat vocational goals should be considered by an india What factors should be considered in choosing a vocation?			•		tees and assign one of these
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financi problems and disadvantages? V. Lat vocational goals should be considered by an individual factors should be considered in choosing a vocation?			•		stereotypes to each committee
How does the desire for financial security motivate an his behavior? What are some of the values of motivation for financiproblems and disadvantages? V. Lat vocational goals should be considered by an indigination factors should be considered in choosing a vocation?		•	•		Have them discuss why they
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financial problems and disadvantages? V. Lat vocational goals should be considered by an indial whot factors should be considered in choosing a vocation?			•		are status figures and what
How does the desire for financial security motivate as his behavior? What are some of the values of motivation for financip problems and disadvantages? V. Lat vocational goals should be considered by an individual factors should be considered in choosing a vocation?		•	•		problems a person would have
How does the desire for financial security motivate an his behavior? What are some of the values of motivation for financial problems and disadvantages? V. Lat vocational goals should be considered by an india whorstion?		•	•		trying to reach their level.
his behavior? What factors should be considered by an indi What factors should be considered by an indi	. Financial security	How does the desire for fi	nancial security motivate an	rindividual? Influence	Ask each member of the class
What factors should be considered in choosing a vocation?		hie behavior?			to write a theme on what his
What are some of the values of motivation for financip problems and disadvantages? V Lat vocational goals should be considered by an indiginate factors should be considered in choosung a vocation?		•	•		plans are for ultimate financia
problems and disadvantages? V. Lat vocational goals should be considered by an indi What factors should be considered in choosing a		What are some of the valu	es of motivation for financia	al security? Some of the	security. What are some
V sat vocational goals should be considered by an indi What factors should be considered in choosing a		problems and disadvantage			problems that might be encoun
V sat vocational goals should be considered by an indi What factors should be considered in choosing a		•	•		tered?
V sat vocational goals should be considered by an indi What factors should be considered in choosing a		•	•		
V Lat vocational goals should be considered by an indi What factors should be considered in choosung a		•	•		importance of financial secu-
V Lat vocational goals should be considered by an indi What factors should be considered in choosung a		•	•		rity and the struggle to
V Lat vocational goals should be considered by an indi What factors should be considered in choosurg a			•		achieve it in the world's vari-
V Lat vocational goals should be considered by an indi What factors should be considered in choosing a			•		ous cultures. Emphasize the
V Lat vocational goals should be considered by an indi What factors should be considered in choosing a		•	•		role that this struggle plays in U. S. culture.
What factors should be considered in choosing a vocation?					
What factors should be considered in choosing a sical capacity vocation?	. Driventes on Vocational	V .at vocational goals show	ald be considered by an indi-	vidual?	Show a film on vocational
vocation?	2	What factors should be con	•	What are some eccial im-	enotices. Discuss the possible
	. Physical capacity	vocation?		plications of vocational	arise in the choice of a voca-
choices?		•	•	choice8?	tion.
. Intellectual capacity	. Intellectual capacity		•		

	BANC AREA: HEALTH AND FIGNESS FOR DAILY LIVING
RIC	BASIC AREA:

CONTENT	Physical	MOTIVALING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. The adjustments to environmental pressures have significance for fitness in everyday living.				
. Results of adjustment diffi- culties				
	Why are suicide rates increasing?	çreasing?		Assign a committee to re-
	What are the causes of s	What are the causes of spicides among young people?		search suicides among teen- agers and young adults. In-
	How have environmental	How have environmental pressures contributed to increased suicide rates?	pased suicide rates?	clude statistics over the past 15 years and the listed causes of suicide,
. Crime increases among young persons (See also units on Environmental Health and		What are some of the influences of increased environmental pressures on the incidence of crime among young people?	ental pressures on the	Ask a local law enforcement officer to explain to the class
Sefety and Tobacco, Alcohol, and Druga.)		What is the relationship between environmental pressure and drug abuse?	re and drug abuse?	some causes for the increase in crime.
. Heart and circulator, dis-	What has research shown conce heart and circulatory diseases?	What has research shown concerning the effects of environmental p. sssures on beart and circulatory diseases?	ironmental p. sssures on	Ask a member of the class to collect current statistics on the incidence of heart and
				circulatory disease, indicating the types most common to different age levels.
				Assign oral reports on high blood pressure, stroke, heart attack, tachycardia, etc.
. Mental illnes.	What is mental timess? How might envi increased incidence of mental illnesses?	What is mental ulness? How might environmental pressures contribute to the increased incidence of mental illnesses?	ssures contribute to the	Ask the school counselor to discuss with the class the meeting of mental illness and

	LEARNING EXPERIENCES	Show a film on mental illness and discuss the role of environmental pressures in the development of these illnesses.	Ask a marriage counselor or a judge to speak to the class about family probleme, particularly those arising from environmental pressures.	Ask each student to list the times during the week when he participated in recreational activities with his family members. How many times did each member have his own recreational activity? Discuss with the class the significance of all this.	Have a panel discussion involving a father, a mother, a boy, and a girl. Discuss family problems from each of their viewpoints. Particular unphasis should be placed on environmental pressures as a source of difficulties.	Discuss with the class the	steps one might take to pre- pare for a very important event in his life, one where litness is absolutely essential.	what are some of the difficulties one might face?
	S Socio - Cutural		mily units in varying	family together?		filciency?	How does social status affect job efficiency?	
	MOTIVATING QUESTIONS Mental-Emotional		What influence do environmental factors have upon family units in varying cultural groups?	In what ways have recreational activities tended to pull members of a family apart? In what ways have they brought members of a family together?		How might environmental pressures decrease one's efficiency?	How do emotional tensions affect job efficiency?	
FOR DAILY LIVING	Physical		What influence do environ cultural groups?	In what ways have rucrea apart? In what ways have		How might environmental	What are some physical results of sedentary living?	
CANCAREA: HEALTH AND FITNESS FOR DAILY LIVING	CONTENT		. Family breakdown			. Decreased efficiency	. Physical . Mental	. Social
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LIVING
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EL C		SNOTE STORY		
CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
				Ask an employer to discuss with the class the effects of
				illness, family problems, emotional upsets, etc., on the
				productivity of his concern.
		•		What is the economic loss
		•	•	does bis concern do to com-
				bat this problem?
. Boredom and loss of zest	How can environmental	How can environmental pressures create boredom? Why is boredom dangerous	Why is boredom dangerous	Have a class symposium on
for living	to one's health?			boredom and how environmental
	-			pressures can produce it.
. Obesity	How does lack of exer-	How does emotional ten-		Discuss with the class how
	cise affect obesity?	sion influence the eating .		environmental pressures
	!	habits of an individual		might contribute to obesity.
	What discases are re-	and how might this contri-		
	Lated to obesity?	bute to obecity?		Ask a physician to discuss with
		•		the class the partitul ellects
	Why is obesity said to create complications?			of obesity.
	How does sedentary livi	How does sedentary living contribute to obesity?		Divide the class into buzz
			•	the contract of the contract of the
				groups and ter each group
		now might obesity influence one's personality	ce one a personality	vise a series of exercises
		. development?		which might reduce obesity.
				Include also the importance of
	What are some of the dangers of excessive	•	•	боодв,
	obenity?	•	•	Ask he physical education
			, ,	teacher to suggest a training
		•		program to cut down on weight.
Coning with problems of		•		-
environmental pressure				

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BASIC AREA: HEALTH FITNESS FOR DAILY LIVING

FNSENOS		MOTIVATING QUESTIONS		PACNAL BOOM OF THE PACKAGE TO PAC
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEANNING CAF ENLINCES
. Formation of positive guals	What is a positive goa; and howith environmental pressure?	What is a positive goa, and how does this goal contribute to success in coping with environmental pressure?	oute to success in coping	Have each student write a theme on one of his major life
	What factors must one co	What factors must one consider in selecting his goals?		goals, illustrating the things he had considered in selecting that goal
	What steps should one to	What steps should one take to determine the adequary of his goals for life?	g of his goals for life?	
				Discuss with the class the statement: Positive goais in good mental health done;
			,	necessarily imply an absence of bad goals. Have a debate on the subject.
	What are some signs that The in dequacy?	What are some signs that one looks for in judging the, adequacy of his goals? The in dequacy?	, adequacy of his goals?	Divide the class into buzz groups and ask each group to develop a list of questions one might use in measuring the adequacy of his goals.
. Wise use of leisure time	Why is participation in r	Why is participation in recreational activity important in today's world?	nt in today's world?	Interview the appropriate per-
	What values does a perso	What values does a person derive from wise use of leisure?	ejsure?	determine the leisure time
	What types of physical recreation are beneficial in maintaining optimal	What types of physical What are the real values recreation are beneficial from reading, going to in maintaining orthing the convine etc. as	Why is some form of social participation nec-	the frequency of their use and discuse.
	fillest testing	forms of retreation?		Have a class discussion on the statement: A sound mind works best in a sound body,
				Have a symposium on the sig- nificance of spectatoritis.
	What factors must be con "wise"?	What factors must be considered before use of leisure time can be considered "wise"?	e time can be considered	Assign each of four committees a particular leisure time activity. Let each group list the ways this activity could be

	DAMC AREA: HEALTH AND FITNESS FOR DAILY LIVING
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		MOTIVATING QUESTIONS	a	
CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARLING EXPERIENCES
	What are hobbies? Av	What are hobbies? Avocations? What role do they play in achieving total litness?	lay in achieving total	Have each student write a paragraph on his hobby and why he developed it, also telling how much time is sent on ine how much time is sent on
. Development of the ability to understand oneself and others		What is a self-image? How has it developed? What does it include?		it. Show the film, "The Eye of the Beholder," to illustrate how events and people can be perceived differently by different
		. How does a person's understanding of himself in-	standing of himself in-	people. Discuss the statement, "We like others to the dgree they help us like ourselves."
	What are some sigr 3 c	What are some sign s of a positive self-image? A negative one? How does one's behavior, affect others' attitudes toward him?	ative one? d him?	Divide the class into five buzz groups and give each group one of the following topics:
				. One of the most popular students
				An outstanding speaker A famous athlete
				An outstanding enter-
				Have each group pick out some of the signs of a positive self- image each of these persons has. Discuss their findings
				with the rest of the class.

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VIII

BASIC AREA: NUTRITION

Concept: Attitudes and practices regarding nutrition affect man's

health behavior.

LEVEL A

Subconcept: An individual's nutritional needs are met by the utilization of a variety of foods.

- . The food we eat affects the way we look, feel, think, and act.
 - . Personal appearance
 - . Physical and emotional status
 - . Mental function
 - . Social adjustment
- . Many factors influence eating habits.
 - . Cultural background
 - . Social factors
 - . Mental and emotional factors
 - . Physical needs
 - . Economic influences
- . Nutritional needs can be met from a variety of foods.
 - . Foods needed
 - . Food for the day
 - . Four food groups
 - . Other dietary essentials
 - . Miscellaneous dietary items
 - Functions of nutrients
- . Food fads and fallacies are based on and perpetuated by misconception and misinformation.
 - . Misconceptions about foods
 - . Misconceptions about weight control
 - . Misinformation and myths about foods and health

LEVEL B

Subconcept: Various aspects of food selection and eating patterns influence one's total health.

- . Many factors should be considered in selecting food for the day.
 - . Nutritional needs
 - . Cultural influences, habits
 - . Likes and dislikes of family members
 - . Money available for food
 - Facilities for preparing food or eating out
- . Many factors should be understood when planning and selecting food for total health.
 - . Wise economic selection of foods
 - . Family needs and food preferences
 - . Special needs of family members



VIII-1

- . Nutritional needs and status prior to and during pregnancy affect total lifetime developmen*.
 - . Nutritional status prior to pregnancy
 - . Nutritional needs during pregnancy
 - . Infant feeding and health
 - . Handling of food for nutritional value and safety
- Individual nutritional needs may be met by a variety of eating patterns.
 - . Factors influencing individual eating patterns
 - . Traditions
 - . Physiological factors
- . Desirable weight maintained through a program of diet and exercise is essential to the individual's total health.
 - . Variation from desirable weight
 - . Weight control through diet and exercise
 - . Dietary practices not recommended

LEVEL C

Subconcept: The food patterns of man are influenced by regional, national, and international problems and customs.

- . Many different food patterns are found in Texas and the United States.
 - . Regional food patterns in Texas and the United States
 - . Focd patterns influenced by the cultures of other nations
- Most nationalities and cultural groups have well-established food patterns.
 - . Influences of cultural food patterns on world health
 - . Variations in good and poor rutritional practices
 - . Influences of past generations
- Most of the food problems of the future will include economic and political factors.



VIII-2

	CONCEPT: Attitudes and practices regarding nutrition affect man's health behavior.
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	tion affe
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	practice
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IST AREA: NUTRITION	CONCEPT
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Ine food we sat affects the way we how does fond affect the way we look? Iook, feel, think, and act. Personal appearance How does fond affect the way we look? How does food a person. Teeth, skin, nails Physical and emotional status Social adjustment Social adjustment Social adjustment What is the relationship between physical and mental alerness an uset? What physical needs are met by a balanced diet? Can diet and heredity	How does fond affect the way we look? How does food we eat affect emotional reactions? Why does the food a person tion? How does overweight affect the individual's behavior? Does the food a person eats influence his social adjustment with family and triends? Why?	Have students write a paragraph on the topic, "You Are What You Eat." Have each stud-nt select a well-known personality such as a popular singer or professional athlets. Gather information on the energy requirements for his job. Contrast differences in the physical appearance and activity of each personality.
look, feel, think, and act. Personal appearance Height Weight Posture Teeth, skin, nails Physical and emotional status Mental function Social adjustment Teanily adjustment Family adjustment	does food we eat af- emotional reactions? does the food a person. influence his disposi- e individual's behavior? afluence his social cijustment with family and	Frave students write a para- graph on the topic, "You Are What You Eat." Have each stud-nt select a well- known personality such as a popular singer or professional athlets. Gather information on the energy requirements for his job. Contrast differences in the physical appearance and activity of each personality.
Personal appearance Height Personal Posture Teeth, skin, nails Physical and emotional status Mental function Social adjustment Family adjustment	does food we eat af- emotional reactions? does the food a person influence his disposi- is individual's behavior? Afluence his social adjustment with family and	What You Eat." Have each stud-nt select a well-known personality such as a popular singer or professional athlets. Gather information on the energy requirements for his job. Contrast differences in the physical appearance and activity of each personality.
. Personal appearance . Height . Weight . Posture . Teeth, skin, nails . Physical and emotional status . Mental function . Social adjustment . Teer acceptance . Family adjustment	emotional reactions? does the food a person influence his disposi- e individual's behavior? afluence his social cdjustment with family and	Have each stud-nt select a well-known personality such as a popular singer or professional athlets. Gather information on the energy requirements for his job. Contrast differences in the physical appearance and activity of each personality.
. Height . Weight . Posture . Teeth, skin, nails . Physical and emotional status . Mental function . Social adjustment . Ser acceptance . Family adjustment	influence his disposi- ie individual's behavior? influence his social cdjustment with family and	Have each stud-nt select a well-known personality such as a propular singer or professional athlets. Gather information on the energy requirements for his job. Contrast differences in the physical appearance and activity of each personality.
. Weight . Posture . Teeth, skin, nails . Physical and emotional status . Mental function . Social adjustment . Feer acceptance . Family adjustment	does the food a person, influence his disposi-, te individual's behavior; filiuence his social cijustment with family and	known personality such as a popular singer or professional athlets. Gather information on the energy requirements for his job. Contrast differences in the physical appearance and activity of each personality.
. Posture . Teeth, skin, nails . Physical and emotional status . Mental function . Social adjustment . Tery acceptance . Family adjustment	influence his disposi- e individual's behavior; afluence his social cljustment with family and	popular singer or professional athlets. Gather information on the energy requirements for his job. Contrast differences in the physical appearance and activity of each personality.
. Teeth, skin, nails . Physical and emotional status . Mental function . Social adjustment . Teer acceptance . Family adjustment	e individual's behavior? filuence his social cijustment with family and	athlets. Gather information on the energy requirements for his job. Contrast differences in the physical appearance and activity of each personality.
. Physical and emotional status . Mental function . Social adjustment . Test acceptance . Family adjustment	ie individual's behavior; nfluence his social cdjustment with family and	on the energy requirements for his job. Contrast differences in the physical appearance and activity of each personality.
. Mental and emotional status . Mental function . Social adjustment . Test acceptance . Family adjustment	ie individual's behavior? Aluence his social cdjustment with family and	his job. Contrast differences in the physical appearance and activity of each personality.
. Social adjustment . Test acceptance . Temily adjustment	afluence his social adjustment with family and	in the physical appearance and activity of each personality.
. Social adjustment . Family adjustment	alluence his social cilustment with family and	activity of each personality.
	and obtained and managed	Survey the health classes to
	ברו ליוו) פונים יווי יוויניים יו	find out how many of the pupils
What physical needs are met by a balanced diet? Can diet and heredity		are within 10% of the desirable
What physical needs are met by a balanced diet? Can diet and heredity		weight as suggested by a
met by a balanced diet? Can diet and heredity		weight-height-age chart such
Can diet and heredity		as the Meredith Grid or the
Can diet and heredity	•	Metropolitan Life Insurance
	•	chart. Counsel with pupils on
militaria and		possible ways of attaining the
weight? If so, how?		desirable weight.
What role does diet play	•	
	•	
Leases		
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	BASIC AREA: NUTRITION
	BASIC AREA:
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		MOTIVATING OUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
. Many factors influence eating hybits.	Wby do teen-agers appear, to be healthier than their, parents in spite of their, poor eating habits?			
. Cultural background . Ethnic origin (or race) . Religion			How do eating patterns in Texas differ from those in other states?	
			How does an individual's anvironment and back-ground affect his food selection and food available	
	•		to him?	
. Social factors Family Peers Form			How does the school affect the eating habits of stu- dents?	Visit school cafeteria. Have the achool lunchroom supervisor or manager explain to the class the planning preparation, and
			How do family eating pat terns contrast to food selection at school?	storage of food.
. Mental and emotional factors . Knowledge and concept . Personal adjustment		How much choice does a teen-ager have in what he	en-ager have in what he	
•		How do friends influence what you es??	hat you ea:?	Have a pant discussion on food habits in relation to adolescent
Phyen: al needs			How does having money of	independence.
. Growth and development . Individual differences . Activity level			his own influence what a young person eats? His eating habits?	

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BANC AREA: NUTRITION

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LEVEL A				
CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	S Socio-Cultural	LEARNING EXPERIENCES
. Economic influences	How do eating patterns an	How do eating patterns and needs chi. 3e with age?		Using pictures collected from
. Size of family	How does one's economic	How ches one's economic situation influence his diet?		magazines, have each student make up a basir menu for each
. Education . Occupation	How can a family with a l	How can a family with a limited budget provide a well-balanced diet?	balanced diet?	meal during the day for his family. Have class discussion on
. Cost of load	How can a family with a h	How can a family with a high economic level still have a poor diet?	a poor diet?	the menus covering areas of differences and similarities of
	How does "status seeking	How does "status seeking" influence food selection?		the metals.
Nutritional needs can be met from What is a nutrient?	What is a nutrient?			Have students arrange a
A VATISTY Of TOOGS.	Is what we eat really important? Why?	ortant? Why?		"caleteria line" of food pictures or models. Students then se-
. Kind	What is the science of nutrition?	rition?		line and discuss their selec-
. Variety	Why is an understanding	Why is an understanding of nutrition important throughout life?	out life?	groups. (Refer to the content
	Hov does nutrition affect a civizen?	the individual as person, a	r faculty member, a student	under "Four food groups" be- Hov does nutrition affect the individual as a person, a family member, a student fore introducing this learning a civizen?
. Food for the day	What nutrients must the body take in daily?	ody take in daily?		
. 17506.1	What is malnutrition?			
	How were the four food groups established?	coups established?		
	What foods furnish specific bod/ nutrients?	ic bod/ nutrients?		
. Snacks (Note to Teacher: Contest	Can snack foods be as nut	Can snack foods be as nutritious as soods eater during a meal?	a meal?	Have a panel discussion on the
on meals and snacks further developed in Level B.)	What are some of the nut	What are some of the nutrition problems of teen-age girls, boys?	irls, boys?	ropic, "between-meal Snacks Are as Nutritious as a Regular Meal,"
		•		

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BASIC APEAL NUTRITION

		MOTIVATING QUESTIONS		
İ	CONTENT	Physical Mental-Emotional Socio-Cultural	LEARNING EXPERIENCES	83
	,		100	7
•	_		May Brugonts View Illin on tour	Inot uo
	. Milk and dairy products		food groups and the importance	ortance
		Why is calcium needed?	of nutrition to health. Compare	Compare
	- Phosphorus		with paragraphs they wrote on	rote on
	Vitamin D	Phy is vitainin D added to milk?	"You Are What You Eat."	÷.
	. Ribotavia	Considering the nutritive value of a quart of milk in the teen-ager's diet, can a	, can a Have a "You Arc What You Eat	You Eat
	Vitamin A.	calcium tablet be taken instead of milk? Why?		year i
		•	voluntee: to discuss with the	th the
		What are the consequences of lack of dairy products in the diet?	classhat they ate for the day	the day
		The state of the s	in terms of the four food groups.	d groups.
		Is it possible to cotain the recurring announce captions without utilities	Intelly tenters.	ور وموم
			inave situation in a section in	1 C. 1000
v		Why is a quart of mail: recommended for teen-agers and only two cups for adults f dat they have eaten untill me	in adults final they have eaten uni	A11.
111		and an dame allow be a seemed to analytic animalist and analytic and an extension of the second and animalist animalist and animalist animalist and animalist	previous three-day period.	100. In four
١.		What are some considerations for scientists during differ the during succession to the during section of the constant of the c		pool
			groups are they low?	
		Why are the contract of the standard of the standard of the second		
			Discuss the milk and dairy pro-	tiry pro-
				7 (
		How does the calcium content of teeth differ from that of bone?	queta group and the opportuni-	ortuni-
			ties throughout the day when	when
			foods from this group are avail-	re avail-
			able at home, at school, for	, for
			snacks.	
			Have clad committees plan	plan
			breakfasts that are nutritious	ritions
		•	but that they consider unusual,	musual,
			Discuss breakfast menus in	ni ar
		•	terms of the standards for a	for a
	Meat group	What is the main contribution of the meat group to the total diet?	good breakfast.	
	(animal source); mest,	How does the value of protein from a vegetable source differ from animal		binations
	lish, poultry, eggs	protein?		plete pro-
				ations of
		Are equal amounts of ground ment and steak equivalent in protein quality?		es and
		_	milk, macaroni and cheese.	

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T. A.				
CONTENT	Physical	MOTIVATING QUESTIONS Mental Emotional	S Socio-Cultural	LEARNING EXPERIENCES
. Proteinincomplete	What are the contributi	What are the contributions of pinto beans and black-eyed peas to diets in the	ed peas to diets in the	Have students compile a list of
(vegetable): aried beans	South and Southwest?	•		protein consumed during a 24-
	From what sources can	From what sources can complete protein be obtained? Incomplete protein?	Incomplete protein?	hour period. Classify the pro- tein into two groups complete
·	How is protein used in the body?	the body?		or incomplete. Compare and discuss lists within small groups
roa .	What are the conscoust	What are the consecuences of the lack of protein in the dien?	die:?	in class.
. Vitamin A . Thiamin	Why are foods, especia	Why are foods, especially high-protein foods, combined with cereal products?	ed with coreal products?	Have students discuss meat as a status food, rayths about meat,
4	How does this affect fo	How does this affect food cost? Nutritive value?		etc.
. Alcouran	What is the role of iron in body function?	in body function?		Have students axhibit servings of meet and beans and compare
	What are the consequences or lack of iron?	ices a lack of iron?		protein yield in portions of equal
	What are sources of iron?	, uo		Have the class develop 75 or
	In whith way are fate resential to diet?	sential to diet?		more questions on vitamins.
		•		proteins, and the
	What are the consequen	What are the consequences of eliminating all fats from the diet?	the diet?	basic four food groups. Place the olestions and answers on a
20 mm				3x5 card to be handed in to the
Vitation And Artist group	What is a vegetable? A fruit?	fruit?		teacher. Divide the class . to
Vitania	When the state of the			several committees, each one
Carbobydrates	way does leek of vitam	any does lear of vitaming allect he outward appearance of the body?	te of the body?	designing cards similar to bingo
Fiber content	What discases occur fr	What discases occur from a vitamin deficiency?		tions in the somers The teach-
				crore committee chairman
	What are the main cont	What are the main contributions of the vegetable and fruit group to the diet?	wit group to the diet?	calls the questions and students
	What witamine can be exceed by the body			with the correct answer cover
				that square. The game is played
	Which vitamins are needed daily?	ded daily?		like bingo.
	Whee			Make up a play about the vitamin
	" THE STATE OF STATE SOUTCES OF VICATION AC	ces or oreamin A		family. Play could be about
	How does color tell us	How does color fall us shout the authorities or live of factor	ı	Miss Vitamin A and how she
	an 1781 10102 agon more	toout the nutritive value of 1000?		needs help. Mr. Potassium

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Franko	ATTOW		
CONTENT	Physical Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	What are the consequences of the lack of vitamin A?		could come to her rescue. The
	What are the main sources of vitamin C?		Characters as Too Sugary Sal
	What is the function of carbohydrates in the body?		or rate Diubber.
	What are the consequences of the lack of ascorbic acid in the diet?	d in the diet?	
	Why as fiber content necessary in the dire		
	What foods contain naturel fiber?		
	How does the course, crunchy texture of some foods contribute to cleansing the teeth and gums?	contribute to cleansing	
11 -	Why do some families and individuals limit the intake of fruits and vegetables?	of fruits and vegetables?	Show an appropriate film on the
	What fruits are served as a continental desecrt?		process of baking enriched bread,
. Breads and cereals group	Why is bread called the 'staff of life"?		for having the bread enriched.
Thiamine	What are the main contributions of the bread and cereal group to the diet?	al group to the diet?	Have students examine labels on white bread biscuit and nan-
. Iron	What are the consequences of the lack of adequate niacin and thiamine in the diet?	cin and thiamine in the	cake mixes, grits, cookies, cornneal, and destern mixes as
	What is the read to the transfer of the control of	pnt of breads?	to differences and similarities in the niacin and thiamine content of each.
	What is the present food envictment law?		Have a debate on the require-
	What is the difference between enrichment and fortification of bread?	cation of bread?	ments of the current food en- richment law.
	Why is iron included in the enrichment of breade and cereals?	.cereals?	
	What is considered a serving of dry cereal, cooked cereal, spiced bread, corn bread, biscuits, tortillas?	ereal, spiced bread, corn	

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	**	MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENC
	How do refined carbohyd;	How do refined carbohydrates in the diet relate to deptal disease?	al discase?	Discuss the advantage to dental
				breads instead of more refined
	•			breids.
. Other dietary essentials . lodine	What is the role of iodine	What is the role of iodine in relation to body function?		
	What are the consequences of the lack of iodine?	es of the lack of iodine?		the class on the prevalence of golder in certain accordable lo-
	What are the main food sources of iodine?	ources of iodine?		cations in Texas. Discuss reasons for the occurrence.
	Is all salt iodized?			
. Water	What is the effect of excer	What is the effect of excessive fluid loss from the body?	ç.	Have class members role-p).,y
•	How can an individual obti	How can an individual obtain fluid other than drinking, water?	/ater?	a city council meeting where fluoridation is being considered
a	Why are salt tablets taken?			for council action. Both sides of the issue should be debated.
. Fluoride	What is the value of fluorides in water?	ides in water?		Consult the State Department of
	What is natural fluoridation	What is natural fluoridation? Controlled fluoridation?		Health for information on the fluoride level of the local water
	What are the advantages	What are the advantages or disadvantages of controlled fluoridation?	fluoridation?	supply. Inquire about the ideal fluoride level for that supply.
	What can you do if the city	What can you do if the city water supply is deficient in fluorides?	fluorides?	Have student report to class on this information.
	Once teeth have erupted,	Once teeth have erupted, can their mineral content be altered?	altered?	
. Miscellaneous dietary items	What is the role of sugar in the diet?	in the diet?		
	How is the increased use	How is the increased use of sugar related to dental caries?	ies?	
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BANC AREA: NUTRITION

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4	LEVELA				
	CONTENT	Physical	MOTIVATING OURSTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	. Artificial sweetners	Are special recommenda	Are special recommendations made regarding the consumption of artificial	mption of artificial	Have students examine labels on
	. Saccharine . Cvclamates	eweetners? What are they?			products which contain artificial sweetners for the amount of con-
		Why are artificial sweet	Why are artificial sweetners used in a variety of foods and beverages?	and boverages?	tent and warning, if any. Dis-
		What are cyclamates? W	What are cyclamates? Why is their consumption restricted?	cted?	sweetners found in different pro-
		What foods are sweetened artificially?	; artificially?		
٠	. Functions of nutrients	Which of the nutrients provide heat and energy?	ovide heat and energy?		Show an appropriate film on nutrients and the nutritional
	. Growth and repair	What nutrients provide or growth and repair?	r growth and repair?		needs of the body, Discuss with the class.
VI	. Regulatory control	What nutrients assist with regulatory control?	h regulatory control?		Have several students gather in-
II -		What is the most concent	What is the most concentrated form of food energy? .		anemia and report to the class.
10		What are the most abund	What are the most abundant sources of carbohydrates?		Discuss nutrient deliciencies common among young people.
		How does the body produ	How doos the body produce heat and energy from fats and carbobydrates?	d carbobydrates?	Have individuals consult their dentiats on diet and dental di-
		What is the value of min	What is the value of minerals in the development of bone structure?	s structure?	sease, then report,
	Food fade and fallacies are based	What is a food fallacy? Name some,	Name some.		Have a committee of students
· 4	on and perpetuated by misconception and misinformation.		What is the difference between food fallacy and food sad?	~	survey and collect data on pre- vailing food fads and supersti-
•		What factors cause a per	What factors cause a person to rely on a food fallacy?		tions that are practiced. Present findings to class in the
•	control	What is the fallacy in col	What is the fallacy in considering fish as a "brain food?"	=	TOTAL OF SERVICE
•	. Misusiormation and myths about foods and health	Why is it thought that the body?	consumption of fish and milk t	ogether is harmful to the	Have the class collect different Why is it thought that the consumption of fish and milk together is harmful to the fixpes of diets that appear in magbody? Azines, newspap .s, books.
		What are the dangers of food diets? Why are the	What are the dangers of a starvation diet? Formula diets? Diet pills? One-food diets? Why are t. ese dangers magnified in the teen-ager?	.s? Diet pills? One- n-ager?	Analyze in relation to the four food groups,

BASIC AREA. NUTRITION				
CONTENT	Physical	MOTIVATING QUESTIONS MemialEmotional	Socio - Cultural	LEARNING EXPERIENCES
				Have the class compile a list of myths about foods and health and discuss the reasons people believe them.
	Why is it important to control diet? What myths about food	Wby is it important to have a physical examination before starting a weight control diet? What myths about foods and health are prevalent in our society?	sfore starting a weight ur society?	Ask all students to write a paragraph on the topic, "You Are What You Eat." Compare this paragraph with the paragraph writen at the beginning of nutrition unit.

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on sweet or empty-calorie foods dental health, such as soft foods and discuss strengths and weaktest to determine level of nutriing of principles. Let students evalunte their own performance the life cycle with primary contime during the week. List the Have students take an objective tion knowledge and understandmany ate in a restaurant at any food eaten and classify into the Have students keep a record of three days' food intake. Evalsideration given to the state of Discuss the effects of snacking Analyze food habits throughout Ask several students to survey our food groups. Evaluate in throughout the day, Relate to nesses. Review the four food other students to find out how for the infant, low sugar condental health and total health. terms of the day's needs. LEARNING EXPERIENCES uate using food groups. sumption, etc. groups. . How does the family bud-What nutrient needs are hardest to meet when you are eating away from home? What are the special needs of children? Teen-agers? Adults? The elderly? , get affect selection of Why is the development of good food habits early in childhood important? How do an individual's nutritional habits affect growth and development? Socio-Cultural Can you obtain nutrients you need when you eat out regularly? How? Why are certain foods liked or disliked? food? NUBCONCEPT: Various aspects of food selection and eating patterns influence one's total health, MOTIVATING OUESTIONS How do nutritional needs, of family members vary? What factors influence a person's eating habits? Menta Menta Mental CACAREA: NUTRITION
ONCEPT: Attitudes and practices regarding nutrition affect man's health behavior. Physical . Man, factors should be considered Facilities for preparing food or Likes and dislikes of family Cultural influences, Labits in selecting food for the day, . Money available for food Nutritional needs CONTENT a-ing out memb.re LEVEL B

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BANC AREA: NOTRITION	LEVEL B

Many factor about to understood when the accounting and estection? What effect does money when planting and estection? Factors in wise accountic select. Investment to defect the selection of the fact that the control be understood within the condition of the selection se			MOTIVATING QUESTIONS	51	
und selecting food boss a low food budget mean fewer needs are met? Does plenty of money mean les economic selec- nutrient needs are met? les economic selec- live car food from dif- fow car food from dif- fow car food from be- combined to increase atton between fact v in advertising flow can the addition of che food or	CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Does a low food budget mean fewer needs are met? Does plenty of money mean late how car food from diddle flow car food from diddle food groups combined to increase nutritive value of less expensive foods? How can the addition of cas food or food group change the nutritive value of the family's diet? What role does advertising play in selection of food?	Many factors should be understood when planning and selecting food for total health			. What effect does money , have on food selection?	Assign a committee to compare various forms of milk-whole,
Factors in wise economic selection divided by the can food from divided of the can food from divided of the can food groups be combined to increase black of food groups be combined to increase nutritive value of less and fallacy in advertising expensive foods? How can the addition of choose and fallacy in advertising play in aclection of food? What role does advertising diet?		Does a low food budget n		Does plenty of money mean	skim, 2%, dried, evaporated
I value flow car, food from dif- for ant food groups be combined to increase ation between fact expensive foods? y in advertising How can the addition of cae food or food group change the nutritive value of the family's diet? What role does advertising play in selection of food?	Factors in wise econom				selection based on different
ferent food groups be combined to increase autritive value of less foods? Fow can the addition of can food group change the nutritive value of the family's diet? What role does advertising play in selection of food?	tion of loods Nutritional value	How car, food from dif-			budgetary and nutritional needs.
nutritive value of less expensive foods? How can the addition of cne food of group change the nutritive value of the family's diet? What role does advertising play in selection of food?	. Budge:	ferent food groups be			יייני יייני רומפסי ייפרניםם.
nutritive value of less expensive foods? How can the addition of cne food group change the nitritive value of the family's dies? What role does advertising play in selection of food?	. Comb nation of food groups	combined to increase			Have pupils collect labels and
How can the addition of Cas food or food group Change the nutritive value of the family's diet? What role does advertising play in selection of food?	Discrimination between fact	nutritive value of less		•	advertisements of food. Eval-
an the addition of bod group for the family's of the family's . What role does advertising play in selection of food?	and latincy in advertiging	expensive toods?			uate the accuracy of statements
set food group for the nutritive of the family's What role does advertising play in selection of food?		How can the addition of	•	•	made.
ie the family's What role does advertising play in selection of food?		cne food or food group			Discuss meats and meat alter-
of the family's. What role does advertising play in selection of food?		change the nutritive	•	•	nates in relation to economic
What role does advertising play in selection of food?		value of the family's	•	٠	selection of foods.
			•		Invite a home economist or
			What role does advertising	play in selection of food?	school nurse to speak to the
how to get the chost value of certain foods by proper coordinate compare pand nutritive value of fresh frozen, and canned fruits a vegetables. Report to class certain budes (perhaps high income, middle-income and low-income and low			•		class about selecting food and
Have corrunities compare p and nutritive value of fresh frozen, and canned fruits a vegetables, Report to clas Have students plan menus f certain budget (perlaps hig income, middle-income announts might low-income announts might assigned to different group for a certain number of pee Compare the nutritive value the direts in each group.					how to get the most value out of
Have corrunites compare p and nutritive value of fresh frozen, and canned fruits a vegetables. Report to clas Have students plan menus f certain budget (perlaps hig income, middle-income announts might low-income announts might assigned to different group for a certain number of pee Compare the nutritive value the diets in each group.		21.2			certain foods by proper cooking.
and nutritive value of fresh frozen, and canned fruits a vegetables. Report to clas Have students plan menus f certain budget (perlaps high income, middle-income and low-income announts might assigned to different group for a certain number of pec (Compare the nutritive value) the diets in each group.				•	Have committee compare prives
frozen, and canned fruits a Vegetablica. Report to clas Have students plan menus f Certain budget (perlaps high income, middle-income and low-income announts might assigned to different group for a certain number of pec Compare the nutritive value the diets in each group.			•		and nutritive value of fresh.
vegetables. Report to class Have students plan menus for certain by det (periaps high income, middle-income and low-income amounts might assigned to different group for a certain number of pec (Compare the nuititive value) the diets in each group.				•	frozen, and canned fruits and
Have students plan menus f certain budget (perlaps high income, middle-income and low-income amounts might assigned to different group for a certain number of pec Compare the nutritive value the diets in each group.					vegetables. Report to class.
certain budget (perlaps high income, middle-income and low-income and low-income and low-income and signification of the assigned to different group for a certain number of peo Compare the nuizitive value the diets in each group.				•	Have students olan menus for a
income, middle-income and low-income			•	•	custain hustrat (nert and high -
low-incorre amounts might assigned to different group for a certain number of pec Compare the nuizitive value the diets in each group.			•	•	income, middle-income and
assigned to different group for a certain number of pec Compare the nutritive value the diets in each group.			•		low-income amounts might be
for a certain number of peo Compare the nutifitive value		-	•	•	assigned to different groups)
Compare the nutzitive value the diets in each group.			•	•	for a certain number of people.
the diets in each group.			•	•	Compare the nutritive value of
					the diets in each group.



	NUTRITION	
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Family habits Family habits Family habits Authorization of the same appecial food needs of family members be mai? Family habits Attitudes Occupation of family members Occupation of family members Attitudes What specific foods are disliked by you and members of your family? How does the absence of glisiked foods affect nutritional status? Can other foods and cultural involves more and remains and cultural inplications. How does the absence of glisiked foods affect nutritional status? Can other foods and cultural implications. How does the absence of glisiked foods affect nutritional status? Can other foods and cultural implications. How does the substituted? How? How does the substituted? How? How does the substituted of family members affect metalines? Nutritional needed: How does the substituted of family members affect metalines? Nutritional needed: How does the substituted of family members affect metalines? Nutritional needed: How does the substituted of family members affect metalines? Nutritional needed: How does the substituted of family members affect metalines? Nutritional needed: Caliural background Caliural background How does the size of the community affect the available is collars. And of family members affect metalines? Nutritional needed: How does of the substituted of the family members affect metalines? Nutritional needed: And of family members affect metalines? Needed available to class. Caten. Generally good or hard fifterances of the substitute desired properties and differences of the substituters indused economic status. Negtor, Argio. How and of contains and train of the substitute of the					
How does the absence of family members be met? How important are psychological influences in food selection? How important are psychological influences in food selection? How does the absence of pisliked foods affect nutritional status? Can other foods be substituted? How? How does employment of family members affect meatimes? Nutritional needs? How does the size of the community affect the available local-shifts of food? Are community affect the available local-shifts and foods affect from those in other states? If so, how? How do food abbits from other states? If so, how?	CONTENT		Mental-Emotional	Socio-Culte- d	LEARNING EXPERIENCES
ily members How can special food needs of family members be mat? How does the absence of pisliked foods are disjiked by your family? How does the absence of pisliked foods affect nutritional status? Can other foods be substituted? How? How does employment of family members affect mesitimes? Do members of your family members are specially good or harm. How does employment of family members affect mesitimes? Nutritional needs? How does the size of the community affect the availability of food? Are ability of food hours in the featers influence out habits? If so, how?					
How is what you eat inflyenced by your family? What specific foods are disjiked by you and members of your family? How important are psychological influences in food selection? How does the absence of pisliked foods affect nutritional status? Can other foods be substituted? How? Do members of your family. In facility food on harming the selections? How does employment of family members affect mealtimes? Nutritional needs? How does the size of the community affect the available localing of the community affect the available food. Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from our habits?	. Family needs and food prefer-	How can special food need	s of family members be met?		Have students discuss thair
. What specific foods are disjiked by you and members of your family? . How important are psychological influences in food selection? How does the absence of disliked foods affect nutritional status? Can other foods be substituted? How? Do members of your family members affect nutritional status? Can other foods are especially good or harm ful in certain situations? How does the size of the community affect the available local- by? Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from our habits?	Family habits	. ",	fow is what you eat influenced	by your family?	lavorite loods. Compare for similarities and differences
What specific foods are disjiked by you and members of your family? How does the absence of disjiked foods affect nutritional status? Can other foods be substituted? How? Do members of your family feel that certain foods are especially good or harming the certain situations? How does employment of family members affect mealtimes? Nutritional needs? How does the size of the community affect the availability of food? Are selected that a situations in Texas differ from those in other states? If so, how? How do food habits from other cuttures influence our habits?	. Attitudes	•	•		within the class. Evaluate foods
How does the absence of disliked foods affect nutritional status? Can other foods be substituted? How? How does employment of family members affect mealtimes? Nutritional needs? How does the size of the community affect the available local-ly? Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from our habits?		r, v.	What specific foods are disjike of your family?	ed by you and members	for contribution of nutrients.
How does the absence of disliked foods affect nutritional status? Can other foods be substituted? How? Do members of your family ily feel that ceriain foods are especially good or harm. If the ceriain situations? How does the size of the community affect the avail ability of food? Are essentials available locally? Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from our habits?			dow important are psychologic	cal influences in food	Have several students report to class on the Texas Nutrition
be substituted? How? Do members of your family feel that certain foods are especially good or harmful in certain situations? How does employment of family members affect mealtimes? Nutritional needs? How does the size of the community affect the avail ability of food? Are essentials available locally? Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from other cultures influence our habits?		 How does the absence of d	estrución estiked foods affect nutritional	status? Can other foods	Survey and transmit fulfillion Surveys. Discuss economic and cultural implications.
Do membère of your famility feel that certain foods are especially good or harm. ful in certain simuations? How does the size of the community affect the availability of food? Are essentials available locally? Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from other cultures influence our habits?		be substituted? How?			
How does employment of family members affect mealtimes? Nutritional needs? How does the size of the community affect the availability of food? Are essentials available locally? Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from other cultures influence our habits?		•		amental and the contraction of	Have students investigate the
are especially good or harm-ful in certain situations? How does employment of family members affect mealtimes? Nutritional needs? How does the size of the community affect the availability of food? Are essentials available locally? Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from other cultures influence our habits?		•	1.5	v feel that certain foods	local restaurants and report
How does employment of family members affect mealtimes? Nutritional needs? How does the size of the community affect the availability of food? Are essentials available locally? Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from other cultures influence our habits?				re especially good or harm- il in certain situations?	findings to class.
How does the size of the community affect the available boal by the seemtials available locally a builty of food? Are essentials available locally a boating patterns in Texas differ from those in other states? If so, how? How do food habits from other cultures influence our habits?		How does employment of fi	amily members affect mositin	nes? Nutritional needs?	
community affect the availability of food? Are essentials available local- ly? Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from other cultures influence our habits?		•	н.	ow does the size of the	
Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from other cultures influence our habits?		•		ommunity affect the avail-	
Do eating patterns in Texas differ from those in other states? If so, how? How do food habits from other cultures influence our habits?		•	d 6.	ssentials available local-	
Do sating patterns in Texas differ from those in other states? If so, how? How do food habits from other cultures influence		•	î	•	
н	. Cultural background	•	ă.	o eating patterns in Texas	Assign projects on differences
		٠	ib.	iffer from those in other	in the diets of various ethnic
		•	.	tates? If so, how?	groups in the community (Mexican American Nagro Anglo
		•	H	ow do food habits from	Czech, German, etc.), This
		•	30.	her cultures influence	should emphasize cultural dif-
cause of economic st		. •		ır habits?	ferences, not differences be-
cues the various diet influence on eating pr		•			cause of economic status. Dis-
influence as eating		•			cuss the various diets and their
Grant and a total and		•	•		influence on eating patterns of

VIII - 15

. Special needs of famil . Weight control . Allergies . Ulcers . Diabetes . Emotional status . Dental disease . Dental disease . Physical handicaps	CONTENT eds of family members control as status as status discase il handicaps		MOTIVATING QUESTIONS Socio-Culural What are some situations which might necessitate a special diet for certain family members? How can "pecial food needs of family members hamet? What are the dangers of a fad diet for losing weight?	Socio - Cultural	LEARNING EXPERIENCES
र्के		· ·	which might necessitate a specia of family members ha met?		
Å			which might necessitate a specie of family members ha met?		
	etatus oaso handicaps	How can special food need What are the dangers of a Why is staying on a special diet important to a diabetic?	is of family members hamet? fad diet for losing weight?	cial diet for certain	Divide the class into small groups to develop brief oral
	statue come come come come come come come come	How can special food need What are the dangers of a Why is staying on a special diet important to a diacetic?	is of family members he met?		reports on special food needs
	status case handicaps	What are the dangers of a Why is staying on a special diet important to a diacetic?	fad diet for losing weight?		of family members. Reports
	oaso handicape	Why is staying on a special dist important to a diabetic?			might include statement of the problem and proposed solution.
		special dist important to a dialostic? where is a food allerent?	•		
VIII - 16		to a diabetic?	•		for role playing Each groups
VIII - 16		. Cumpet a food allerance	•		is assigned a scene similar to
VIII - 16		What is a food alleran?	•		the following situations as the
VIII - 16	La mag	TALLAL AND A COURSELLANDS	•		entire family has just started
VIII - 16			•		eating dinner:
II - 16		What is ulcer?	•		i. John phones Suzie and
- 16		•	•		breaks their date to a
16		What causes a person to joose his appetite over an	cose his appetite over an		Saturday night party.
6		unpleasant or happy occasion?	ion?		2. Mother has overspent
			•		the budget for the third
	_	How do the nutritional nee	How do the nutritional needs of an athlete compare to those of a non-athlete?	ose of a non-athlete?	week and Father is un-
					happy about it,
		•	•		3. Charlie and Charlene
		•	. •		both want the family car
			•		Sunday afternoon.
					After a designated length of
	-		•		time have students switch roles
			•		to get all points of view. Other
		•	•		students should then discuss
		-	•		the problems and their possible
		•			effects on the emotional cli-
					mate at the dinner table.
;					
. Nutritional needs	ceds and status	Is it all right to wait un-	•		Have committee check local and
prior to and	prior to and during pregnancy	til pregnancy to become			state records for infant morta-
שייפרו וסופיו זו	ment total tree as stop	TOOL COMBCIOLES WAY	•		the classics. Discuss Win
	_	What changes should be	•		ship to putrition.
		made in the diet of a	•		L

BASIC AREA: NUTRITION LEVEL B

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EVEL B				
CONTENT	Physical	MATIVATING OUESTIONS Mental-Fimorional	Socio - Cultural	LEARNING EXPERIENCES
. Nutritional status prior to	Why do teen-agers often	Why do teen-agers often have nutrition problems during pregnancy?	pregnancy?	Have committee review pam-
pregnancy . Nutritional needs du.ing preg- nancy	What are the special needs of a mature wo-			phiets or interview payaician and report to class on dictary needs during pregnancy.
	What apecial food needs does an infant have?			
	How do the nutritional bachild before birth?	How do the nutritional babits of the mother affect the, child before birth?		
	What is the importance of the mother's dist to			
	the future health and			Role play a visit to a family
	development of the child?	,		physician or a public health
	the development of teeth?			sician, a nurse, a nutritionist,
				and new ,r expectant parents.
. Infant feeding and health	What . e some practices			The health professionals discuss
	of infant feeding that			and demonstrate the importance
	may be damaging to the			of nutrition and feeding for the
	teeth or that may in-			protection of infant health, the
	crease the potential of			prevention of disease, and the
	dental disease in early childhood?			promotion of optimal growth and development.
	What are some considera	What are some considerations in deciding to breast feed or bottle feed a baby?	or bottle feed a baby?	Invite a public health nurse or
		,		nutritionist to discuss the im-
	What nutrients will baby			portance of infant feeding and
	not get ir am milk?			optimum health, development,
	Why is it important for p	Why is it important for parents to exemplify good eating habits to children?	habits to children?	and freedom from disease.
. Handling of food 'or nutritional value and safety	What storage techniques retain the quality of food?			

food value Why do protein foods spoil more easily than why is it recommended that roast and gray not be stored on top of the range between the non and svering meals Why should butle 4 milk not be left or the Joor- stop in why is a short cooking be stored? Why is a abort cooking be stored? Why is a abort cooking period recommended for mayomaliae, custard. Why is careful refrigera- tion recommended for mayomaliae, custard. What happens to the di- gestibility of charred what is food-borne illness transmitted? How is food-borne illness		LOM	MOTIVATING QUESTIONS		
Why do protein foods spoil more easily than others? Why is it recommended that roast and gravy not be stored on top of the range between the mon and overling meals? Why should butled milk not be laft or the soor- step in sunli How should orange juice, be stored? Why is a short cooking period recommended for vegetables? Why is a ahort cooking period recommended for mayonalise, custard, tuna salad? What happens to the di- gestibility of charred meat? How is food-borne illness transmitted?	CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
why is it recommended that roast and gravy not be stored on top of the range between the noon and overling meals? Why should they be stored? Why should they be stored? Why should bottled milk not be left or the soor- step in sund! How should orange juice be stored? Why? Why is a short cooking period recommended for vegetables? Why is a careful refrigera- tion recommended for mayomaise, custard, tuna salad? What happens to the di- gestiblity of charred meal? How is food-borne illness transmitted?		Why do protein foods	•		Discussion or opening of the
why is it recommended that rosst and grawy not be stored on top of the range between the noon and evering meal? Where should they be stored? Why should butled milk not be left or the Joorstep in subli. How should orange juice, be stored? Why? Why is a short cooking period recommended for wegetables? Why is careful refrigeration recommended for mayomaise, custard, turn a salad? What happens to the digestibility of charred meal? Klow is food-borne illness transmitted?	. Importance of storage	spoil more easily than	•		mon foods. Irclude bread
		others?	. •		cereals, fresh vegetables an
		•	•		fruit, eggs, opened canned foods,
		Why is it recommended			and meat.
		he stored on ton of the	•		
		range between the noon	•		Let some alga-protein lood
		and area for more to	•		(meat, egg, or cottage heer
		Break Mirake one	•		stay out of refrigeration over
		Where should they be	•		night. Have students observ
		stored?	•		for signs of decomposition,
					or smell.
		Why should puttled milk	•		
		not be left or the 100r-	•		Have students investigate the
		step in suali	٠		incidence of salmonellosis (food-
		•	•		borne illness) locally or in
		How should orange juice, be stored? Why?	٠		as. Report to clars.
		•			Let committee investigate p
		Why is a short cooking			cautions that the local health
		period recommended for			department takes to protect
		vegetables?	. •		ple who eat in restaurants.
		Why is come for an extension	•		
		The Caretain Later Bare	•		Present several case studies
		tion recommended for			volving meals eaten either a
		mayonnaise, custard,	•		home or in a restaurant. H
		tuna salad?	•		students select foods mos' l
		•	•		ly to be contaminated and ca
		What happens to the di-			food-borne illness.
		manth of the first	•		11
					have panel discussion summ
		Transfer and bearing the second			izing the importance of lood
		transmitted?			selection and handling to for health,
		•			

	TRITION
Δ,	BANC AREA: NUTRITION
ERIC ** *Full Text Provided by ERIC	•

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Individual nutritional needs may be my have we in America adopted three meals a day as our eating pattern? Individual nutritional needs may be my have we in America adopted three meals a day as our eating pattern? Fac ors influencing * "Hydical How do coffee breaks and smack times influence our eating pattern? How do work and school echedules influence what and when we eat? How does a cafeteria at work or school affect eating patterns? How does a cafeteria at work or school affect eating patterns? How does a cafeteria at work or school affect eating patterns? How does a cafeteria at work or school affect eating patterns? How does a cafeteria at work or school affect eating patterns? How does a cafeteria at work or major it is considered a motified seath of teeth and gunns and variations influe. Traditions and variations influe. What does breakfast mean to you? What causes 10 o'clock d'oop? What causes 10 o'clock d'oop? What is considered a nutritions breakfast? What is considered a nutritions breakfast? What are scone patterns involving fra- Can a sack lumb carried Can a sack lumb carried converted to relood be adequated in meeting breakfast in meeting patterns in volving rea- Lindon All Dees it matter when a percen					
Individual nutritional needs may be why have we in America adopted three meals a day as our eating pattern? The averagy of eating patterns Fac ors indicating 3-dividual Fow do coffee breaks and snack times indicance our cating habits. Fow do work and school schedules indicance what and when we eat? The acting patterns Food available What foods would be lim. Faing facilities What foods would be lim. Food available What causes 10 o'clock droop? What causes 10 o'clock droop? What is considered a Mutatious breakfast? What include breakfast? Can a sack lunch carried Can a sack l			ACTIVATING OVESTIONS		
my by a variety of eating patterns. Fac ors influencing 1-lividual entritional needs may be my have we in America adopted three meals a day as our eating patterns. Fac ors influencing 1-lividual How do work and school schedules influence our eating habits: Fac ors influencing 5-lividual Fac ors influencing 5-lividual Fac ors influencing 5-lividual Fac ors influence with and when we eat? How does a cafeteria at work or school affect eating patterns? Food available Faing facilities How does a cafeteria at work or school affect eating patterns? How does a cafeteria at work or school affect eating patterns? How does a cafeteria at work or school affect eating patterns? How does a cafeteria at work or school affect eating patterns? How does a cafeteria at work or school affect eating patterns? What does breakfast important? What is considered a nutritious breakfast? What effects have coffoe breaks had on breakfast babits in the United State.? What effects have coffoe preaks had on breakfast babits in the United State.? Can a sack lunch carried Can a sack lunch carried Can a sack lunch carried breakfast? Can a sack lunch carried breakfast in meeting the matterns in withing the matterns are innesting the edgetate in meeting the matterns.	CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
The variety of eating patterns Traditions and variations influe What does breakfast meap to you? Traditions and variations influe What does breakfast important? Why do some people not eat breakfast? What causes 10 o'clock dyoop? What causes 10 o'clock grown because influe What is one sidered a nutritious breakfast? What are some patterns involving rea- ditional meals? Does it matter when a person eats his largest meal of the day day what are some patterns involving rea- ditional meals? Can a sack lunch carried Can a sack lunch car			adopted three meals a day as o	ur esting pattern?	17 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
How do coffee breaks and snack times influence our cating habits. The schedules, work, school The schedules, work, school Food available Eating facilities Food available Faith of teeth and gunns Traditions and variations influe Traditions and variations influe Breakfast Breakfast What causes 10 o'clock dyoop? What is considered a nutritious breakfast? What are some people not cat breakfast? What is considered a nutritious breakfast? What is considered a nutritious breakfast? What is cancel unch carried Can a sack lunch carried Mutritional requirements?					day dist record to see the of
eaking patterns Time schedules, work, How do work and school schedules influence what and when we eat? Time schedules, work, Food available Food available Food available Food available Eating facilities Eating facilities How does a cafeteria at work or school affect eating patterns? Eating facilities Food available What foods would be lim- sied in the diest if a per- son had loose or missing Traditions and variations influ- encing eating patterns What causes 10 o'clock droop? What causes 10 o'clock droop? What is considered a nutritious breakfast important? Why do some people not eat breakfast? What is considered a nutritious breakfast important? Why do some people not eat breakfast? What is considered a nutritious breakfast important? What is considered a nutritious breakfast? What are some patterns involving fra- ditional meals? Can a sack lunch carried mutritional requirements?		How do coffee breaks and	snack times influence our eati	ing habits	fect of individual time achedules
esting patterns Time schedules, work, Flow do work and school schedules influence what and when we eat? Food available Eating facilities How does a cafeteria at work or school affect eating patterns? Facility facilities How does a cafeteria at work or school affect eating patterns? Facility facilities How does would be lim- Facility facilities How does would be lim- Facility facilities Facility facilities What foods would be lim- Fraditions and variations influ- Food a valid foods would be lim- Food at limit facilities What causes 10 o'clock droop? What causes 10 o'clock droop? What is considered a Food at limit facility when a person cate his largest meal of the day? What are some patterns involving fra- ditional meals? Can a sack lunch carried to work or school be adequate in meeting the mutritional requirements?	. Factors influencing ! dividual				on eating patterns.
What foods would be lim. What foods would be lim. What foods would be lim. It would be lim. What does breakfast meap to you? What does breakfast meap to you? What causes 10 o'clock droop? What is considered a In utritious breakfast? What is considered a In untritious breakfast? What effects have coffee breaks had on breakfast habits in the United State.? What effects have coffee breaks had on breakfast habits in the United State.? What the tristions are likely to be missing if a person skips breakfast? Does it matter when a person eats his largest meal of the day? What are some patterns involving the day? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?	eating patterns	How do work and school	schedules influence what and wh	nen we eat?	
school sc	. Time schedules, work,				Have class plan a school-wide
Food available What Goods would be lim. Feating facilities Traditions and variations influent the diet if a personal facilities Traditions and variations influent the diet in the diet if a personal facilities Traditions and variations influent the diet of ording facilities and variations influent the diet of breakfast important? Why do some people not eat breakfast? What is considered a fortion of the diet of the day? What is considered a fortion of the day? What are flects have coffee breakfast habits in the United State.? What antrions breakfast? What are some paterns involving readitional meals? Lunch Lucch Lunch L	school	How does a cafeteria at w	york or school affect eating pati	terns?	campaign to encourage all stu-
Faing facilities What foods would be lim- ited in the diet if a per- son bad loose or missing eth or unbealthy guns? Traditions and variations influ- What does breakdast meap to you? What causes 10 o'clock dyoop? What is considered a nutritious breakfast? What is considered a nutritious breakfast? What effects have coffice breaks had on breakfast habits in the United State.? What is breakfast? What is person skips breakfast? What is person skips breakfast? What effects have coffice breaks had on breakfast habits in the United State.? What is a seck lunch carried to work or school be adequate in master when a person eats his largest meal of the day? What are some patterns involving the ditional meals? Can a seck lunch carried to work or school be adequate in master when a person eats his largest meal of the day? what are some patterns involving the ditional meals?	. Food available				dents to practice proper food
ited in the diet if a per- any had loose or missing. Traditions and variations influ- encing sating patterns What causes 10 o'clock droop? Breakfast Why is breakfast important? Why do some people not eat breakfast? Why is breakfast? What is considered a nutritious are likely to be missing if a person satis his largest meal of the day? What are some patterns involving that. Can a sack lunch carried to work or school be addequate in meating the nutritional meals? Lunch Lun	Eating facilities	What foods would be lim-	٠		selection for better heaith.
read had loose or missing. 1-eth or unhealthy guns? 1-eth or unhealthy guns? 2-encing eating patterns What causes 10 o'clock droop? What causes 10 o'clock droop? What is considered a nutritious breakfast? What is considered a nutritious breakfast? What effects have coffee breakfast had on breakfast habits in the United State.? What nutritions are likely to be missing if a person eats his largest meal of the day? What are some patterns involving the ditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?	. Health of teeth and gums	ited in the diet if a per-			
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Traditions and variations influ- what does breakfast meap to you? What causes 10 o'clock dyoop? Breakfast Why is breakfast im_ortant? Why do some people not eat breakfast? What is considered a nutritious breakfast? What effects have coffice breaks had on breakfast habits in the United State.? What nutritious breakfast? What are some patterns involving that. Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?		1-eth or unhealthy gume?			community. Also compare food
Traditions and variations influe What does breakfast mean to you? Traditions and variations What causes 10 o'clock droop? What is considered a nutritions breakfast important? Why do some people not ext breakfast? Iowin What effects have coffice breaks had on breakfast babits in the United States? What nutritions breakfast? What nutrients are likely to be missing if a person site his largest meal of the day? What are some patterns involving the distinct and include and sack lunch carried to work or school be adequate in meeting the nutritional requirements?					available at small neighborhood
what causes 10 o'clock droop? Breakfast Why is breakfast important? Why do some people not ext breakfast? What is considered a nutritious breakfast? What effects have coffee breaks had on breakfast habits in the United State.? What effects have coffee breaks had on breakfast habits in the United State.? What nutrients are likely. to be missing if a person sate his largest meal of the day? What are some patterns involving **a-ditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?	. Traditions and variations	What does breakfast mea	p to you?		grocery stores with that avail-
What causes 10 o'clock droop? Breakfast Why is breakfast important? Why do some people not est breakfast? lowing that is considered a nutritious breakfast? What is considered a nutrition breakfast? What effects have coffee breaks had on breakfast habits in the United State.? What nutrients are likely to be missing if a person sate his largest meal of the day? What are some patterns involving fradditional meals? Can a sack induct carried to work or school be adequate in meeting the nutritional requirements?					able at a supermarket.
Breakfast Why is breakfast important? Why do some people not breakfast? What is considered a nutritious breakfast? What effects have coffee breaks had on breakfast habits in the United States? What nutrients are likely to be missing it a person skips breakfast? Does it matter when a person eats his largest meal of the day? What are some patterns involving **a- ditional meals? Can a sack lumber arried to work or school be adequate in meeting the nutritional requirements?	ı	What causes 10 o'clock d	roop?		
Why is breakfast why do some people not ext breakfast? lowin What is considered a nutritious breakfast? Why do some people not ext breakfast? What effects have coffee breaks had on breakfast habits in the United State.? What nutrients are likely What nutrients are likely Does if matter when a person eats his largest meal of the day? What are some patterns involving the day? What are some patterns involving the cover or school be adequate in meeting the nutritional requirements?					Have students evaluate the fol-
What is considered a nutritious breakfast? What effects have coffee breaks had on breakfast habits in the United State=? What nutrients are likely to be missing if a person skips breakfast? Does it matter when a person eats his largest meal of the day? What are some patterns involving **a- ditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?	•	Why is breakfast imports	nt? Why do some people not ea	at breakfast?	lowing breakfasts for nutritive
What is considered a nutritious brankfast? What effects have coffee breaks had on breakfast habits in the United State.? What nutrients are likely to be missing if a person skips breakfast? Does it matter when a person eats his largest meal of the day? What are some patterns involving the ditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?	9				value:
nutritious breakfast? What effects have coffee breaks had on breakfast habits in the United State.? What nutrients are likely to be missing if a person skips breakfast? Does it matter when a person eats his largest meal of the day? What are some patterns involving **a- ditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?		What is considered a	•		. Toasted cheese sandwich
What effects have coffee breaks had on breakfast habits in the United State.? What nutrients are likely to be missing if a person skips breakfast? Does it matter when a person eats his largest meal of the day? What are some patterns involving that ditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?		nutritious breakfast?	•		and tomato juice
What effects have coffee breaks had on breakfast habits in the United State.? What nutrients are likely to be missing if a person skips breakfast? Does it matter when a person eats his largest meal of the day? What are some patterns involving **a- ditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?					. Coffee and sweet roll
What nutrients are likely to be missing if a person skips breakfast? Does it matter when a person eats his largest meal of the day? What are some patterns involving the- ditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?		What effects have coffee	breaks had on breakfast habits	in the United State 2?	. Oatmeal with milk, orange
What mutrionts are likely to be missing if a person skips breaddast? Does it matter when a person eats his largest meal of the day? What are some patterns involving **a- ditional meals Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?			•		juice
to be missing if a person skips breakfast? Does it matter when a person eats his largest meal of the day? What are some patterns involving **a- ditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?		What nutrients are likely	•		. Bacon, egg, toast, coffee
skips breakfast? Does it matter when a person eats his largest meal of the day? What are some patterns involving twaditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?		to be missing if a person			. Peanut butter sandwich,
Does it matter when a person eate his largest meal of the day? What are some patterns involving twaditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?		skips breakfast?			milk, apple
Does it matter when a person eats his largest meal of the day? What are some patterns involving that ditional meals. Can a sack funch carried to work or school be adequate in meeting the nutritional requirements?					. Chroolate cake, carbonated
of the day? What are some patterns involving f*a- ditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?		Does it matter when a per	rson eats his largest meal		beverage
ditional meals? Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?		of the day? What are sor	ne patterns involving f"a-		. Grapefruit, ham, toast
Can a sack lunch carried to work or school be adequate in meeting the nutritional requirements?		ditional meals?			. Cottage cheese on toast,
Can a ack thook carried to work or school be adequate in meeting the nutritional requirements?					orange
	· hunch	Can a sack lunch carried			. Flavored powdered milk
adequate in meeting the nutritional requirements?		to work or school be			drink
יי פין		adequate in meeting the			
		If an ham?			

CONTENT	To see a	MOTIVATING QUESTIONS	leans In Control	LFARNING EXPERIENCES
				Have debate on "Kelative Value
				time, have groups change view- points on the question. Moder-
				ator should summarize and present conclusions.
	What are the requiremen	What are the requirements for a Type A school lunch program?	rogram?	Have a student go to the school food service director to find
				out the requirements for a Type A lunch program. Report to
				the class and discuss.
. Dinner or supper	What effect does a meal late at night have on the body processes?			
. Snacks		Why do many people consider not eating between	r not eating between	Have committee develop a list
		meals a virtue?		of snacks that make a positive contribution to diet and that do
				not increase susceptibility to dental caries.
	Why is snacking importan can snacks be nutritious?	Why is snacking important to the teen-ager? How can snacks be nutritious?		
	What snacks increase			•
	susceptibility to dental			
	What snacks make a pos- itive contribution to diet?			
	Why is it important to			
	we expose the teeth to refined carbohydrates?	 Ф		

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IC AREA: NUTRITION				
VEL B		MOTIVATING OFFSTIONS		
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Physiological factors influencing nutritional status		What factors should be present to enable digestive processes to take place?	sses to take place?	Have students; sview physiological information pertaining to digestion. View transpar-
				encies, or trace the digestive process by using charts.
. Digestion . Absorption	How can a highly emotional experience affect the physical progress of digestion?	al experience affect the . stion? .		
	How do the organs function tion of food?	How do the organs function together to aid in diges- tion of food?		
	What is the mechanicas action necessary for digestion?			
•	What is the chemical action necessary for digestion?			
	Why does a breakdast of doughnut and orange juice not meet one-third of the daily nutrition requirement?			
	What food substances are absorbed rapidly into the blood stream? Which are delayed?			
	Why is restricted physical activity recommended after esting?			
	How can repeated stom- ach upsets or diarrhea affect nutritional status?			

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		MOTIVATING OUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Desirable weight maintained	What determines desired	•		Have each gradent locate his
through a program of diet and	body weight?			position on Physical Growth
exercise is essential to the indi-	•	•		Record prepared by the Joint
vidual's total health.	When is a person consid-	•		Committee on Health Problems
	exed to be overweight?	•		in Education of the NEA and
	Underweight? Obese?	•		AMA. Survey the class to find
	•	•		out how many students are with-
	What are the hazards of obesity?	besity?		in 10% of the desirable weight.
	_	•		Counsel those students who
	What are the dangers of underweight?	inderweight?		need special assistance in con-
. Variation from desirable weight	How do individual differences affect energy needs?	nces affect energy needs?		trolling weight.
		•		Have students calculate their
. Underweight	Why is there no such	٠		own calorie needs for their rec-
. Overweight	thing as a "fattening			ommended weights. Compare
. Obesity	¿pooj	•		this calculation with the num-
				ber of calories recorded on
	How does caloric intake			their three-day diet record.
	relate to energy expen-	•		
	diture to yield energy	•		Have the class collect different
	hatanea?			Property of distant the second
		•		types of diets that appear in
				magazines, newspapers, or
	why are calories unpor-	•		books. Divide into committees
	tant?			and discuss and evaluate the
. Weight control through diet and	How can the four food			dieta tor multitional content.
exercise	groups aid in losing			
	weight? Gaining weight?	•		
. Recommended diet using the	Maintaining desired			
four food groups	weight?			
. Importance of physical activity to weight control	Why is prevention of obest control?	Why is prevention of obesity the key factor in weight control?		
	What is the importance of some regular form of	some regular form of		
	evercise?			

		MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING ENPERIENCES
	What activities or lack of activities in life to-day contribute to over-			
	31,870			_
. Dietary practices not recommended . Starvation diet . Formula diets	What are the dangers of starvation of diets? Diet pills? One-food diets?	What are the dangers of starvation diets? Formula diets? Diet pills? One-food diets?		
. Diet pills . One-food diets	How are these dangers	How are these dangers magnified in the teen-ager?		
	How do these various diets affect food habits?	ets affect food habits?		
	Why is it important to h before starting a weight	Why is it important to have a physical examination before starting a weight-control diet?		
	What value is there in exercising machines?	xercising machines?		
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CONTENT	Physical MOIIVAI	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Many different food patterns are		≯ .₹	What are some of the	Have students give personal ex-
States.		. 9	found in Texas and the	food patterns they have observed
		. . .	United States?	when traveling to other regions
	•	•		of the country. An opportunity
	•	≱ .	Why do food patterns dif-	for class discussion should be
	•	er.	fer in regions of the state and nation?	available after the reports.
V	• •			Divide the class into several
. Regional food patterns in Texas	What is the most serious nutrition problem in the United States? In Texas?	problem in the United	d States? In Texas?	small groups. Assign a project
at the United States		•		to each group to research and
	What part does the State of Texas	play in providing for	undernourished and	report to the class on the eating
Food patterns influenced by	underfed people of Texas? What divisions of the state government, local	livisions of the state g	government, local	habits or eating patterns of dif-
cultures of other nations	government are responsible for finding solutions to these problems?	nding solutions to the	se problems?	ferent nationalities and cultural
		,		groups. Encourage groups to
		Ĭ.	How has the proximity to	be imaginative in their presen-
	•	Σ.	Mexico affected the eating	tations.
		ed .	patterra of Texans?	
		•		Have students review current
	•	Ĭ.	How has the coming to-	news articles on the state of
	•		gether of cultures influ-	nutrition in the United States
			enced the food habits of	and the world and r wiew arti-
	•		cople in the United States?	neonle in the United States cles on recent legislation which
	•	ζ.		might have an impact on the
	•	•		nutrition program,
Mose and inclination of the			Mose does the sarioultural	Shows annuouniate films on an-
	•		development in a country	this on the contract and the contract of the c
Conference again commission to the	•	,	affect food habite?	tion aurente etc Studente
	•			the state of the s
				should analyze the information
. Anduences of cutural load	•			provided by the film relative to
ALIGNIA OI WOLIG HEALD!	•	•		of asting patterns among nation-
				al and cultural groups.

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BANC AREA: NUTRITION

CONTENT Variations in good and poor nutritional practices Influences of past generations How do cultural varieties of different nations	MOLIVALING OUESTIONS Menta-Emotioned Socio-Cultural How do cultural variations in eating patterns influence the nutritional status of different national and cultural groups?	Socio-Culturat How does the sutritional	LEARNING EXPERIENCES Have students report on the nu-
	riations in eating patterns influence	How does the nutritional	Have students report on the nu-
How do cultural varional of different national	riations in cating patterns influence	status of underdeveloped countries affect the world eftusion?	trition program activities of the World Health Organization.
		the nutritional status	Have students report on United States nutrition aid to foreign courtries.
		How have the American people influenced the food and growth patterns of other nations?	
What evidence is available tion as well as by heredity?	What evidence is available that implies that stature may be influenced by nutri- tion as well as by heredity?	ıy be influenced by nutri-	
		How has the infiltration of various cultures influenced the food patterns in the United States?	" B
Most of the food pr blems of the fature will include conomic and political factors.		What factors are related to a country's ability to produce sufficient food for its people?	What factors are related Discuss how the population distorate acountry's ability to rribution of the world is a deterproduce sufficient food for minant of nutritional problems. Its people? Divide class into committees.
nu pre pooj op MoH	How do food and nutrition problems influence international relations? What evidence that the supply of food in certa.	onal relations? What evidence is available that the supply and Jemand of food in certain regions will become a problem?	onal relations? Assign each committee a foreign evidence is available investigate and report on the that the supply and lemand food-nutrition situation of these of food in certain regions countries with emphasis on the will become a problem? Commit end food-nutries of the explaints of the exit of the explaints of the exit of the explaints of
What are some new sources of food?	sources of food?		

. What research information food problems How cas space exploration change nutritional patterns of the world? The world in providing solutions elect and prepare food broad outside nutrition prob- lems? Lems? Implications of both com- probler of United States and foreign populations.	CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	O.N.S. Socio-Cultural	LEARNING EXPERIENCES	
				. What research information focuses on solving world food problems?		
				. How can space exploration .change nutritional patterns .of the world?		
				.What is the rol. of education in providing solutions to world nutrition problems?	How can educating people to select and prepare food be com- bined with programs of mass	
programs in solving nutrition probler vs of United States and foreign populations.					nutritional status. Discuss the possible economic and political implications of both trace of	
					programs in solving nutrition problems of United States and foreign populations.	
	_					
			: .			

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IX

BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND

DRUGS

Concept: The use and effects of mood and behavior modifiers re-

sult from a complexity of factors.

LEVEL A

Subconcept: Tobacco, beverage alcohol, and drugs are significant health and social issues in our society.

- . Smoking is a common practice in many parts of society.
 - . Current consumption
- . Different forms and uses of tobacco
- . Beverage alcohol has long been a subject of controversy in society.
 - . Alcohol use as a social custem
 - . Teen-age attitudes and practices with regard to alcohol
- . Since earliest times man has found different uses for drugs.
 - . Historical development of drug use
 - . Uses of drugs today

LEVEL B

Subconcept: Use of tobacco, alcohol, and drugs results from and leads to health and social problems.

- . The effects of cigarette smoking vary with the individual.
 - . Physiological effects
 - . Physiological and sociological considerations
- . The use of alcohol affects the lives of people in different ways.
 - . Alcohol and safety
 - . Alcohol and sex
 - . Alcohol and the law
 - . Drinking, personality, and popularity
- . Teen-age drinking and adult drinking habits
- . Drugs affect the body in different ways.
 - . Stimulants
 - . Depressants
 - . Hallucinogens
 - . Mixtures of stimulants and sedatives
 - . Other drugs and solvents
- State and federal agencies set special controls over the production, distribution, possession, and use of drugs.
 - Prohibited drugs
 - . Prescription drugs
 - . Over-the-counter drugs
- . Drugs are abused for different reasons.
 - . Escape from reality
 - . Conformity
 - . Curiosity



LEVEL C

Subconcept: The use and misuse of tobacco, alcohol, and drugs raise significant health and social questions.

- . One must consider several factors in his decision to smoke or not to smoke.
 - . Nonsmoking considerations
- . Smoking considerations
 . Identifying the facts and fallacies about cigarette smoking is often
- difficult.
 . There is a responsibility in being a cigarette smoker.
- . Political and economic considerations have an important bearing on the tobacco industry.
- Alcohol affects man's bodily functions.
 Alcohol and digestion
 - . Alcohol and performance
 - . Alcohol and nutrition
 - . Physiological actions of alcohol in the body
- . Alcohol has a significant effect on the economy of modern society.
 - . Alcohol and economics
 - . Alcohol and taxes
 . Alcohol and advertising
- Alcohol has several implications for man's health.
 - . Cirrhosis of the liver
 - . Malnutrition
 - . Mental illness
 - . Heredity
 - . Longevity
- . Use in medicine
 . Alcoholism is a major disease of man.
 - . Factors leading toward alcoholism
 - . Stages of alcoholism
 - . Treatment of alcoholics
- Individual philosophy is an important factor in the use or abuse of alcohol.
- . There are physiological, psychological, and sociological problems associated with drug abuse and misuse.
 - . Drugs and crime
 - . Drugs and mental illness
 - . Personality fragmentation
 - . Genetic changes
 - . Lowered inhibitions
 - . Loss of productivity
 - . Drugs and one's future
 - . Drugs and the law
 - . Treatment and rehabilitation



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	ol, and drugs are signific	alcohol, and drugs are significant health and social issues in our society.	ur society.	
CONTENT	Physical	MOZIVATING QUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERJENCES
Smoking is a common practice in many parts of society.				
Current consumption				
. Family smoking habits		. Why do your parents smoke?		Put on a puppet show depicting
	Do many people smoke?	.Why or why not?		good and bad effects of smoking.
		. How do you feel about cigarette smoking?	te smoking?	Take a classroom survey of students and ask them to find
	Why do people continue to smoke in the face of continued health threats?	o smoke in the face of		out whether or not their parents smoke, Brothers, Sisters.
				Organize a class discussion on why people smoke.
				Show film to class on extent of smoking and discuss implica- tions.
	Do people smoke because	Do people smoke because their parents smoke? Why or why not?	why not?	Break class up into small buzz
		. Are more women smoking? Explain. Are more men quitting? Explain.	Ixplain. Are more men	
	What would you tell your	What would you tell your younger brother or sister about smoking?	smoking?	Ask students to prepare statements on what they would tell their brothers and sisters about smoking. Categorize these statements.

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CONTENT	Physical	MOTIVATING QUESTIONS Mentalemotional	Socio - Cultural	LEARNING EXPERIENCES
. Adult miluences outside the home	Should teachers, physicial then smoke themselves?	Should teachers, physicians, and coaches tell young people not to smoke and then smoke themselves?	ple not to smoke and	Show film emphasizing the exemplary role of adults and then distribute companion pamphlet material as a basis for discussion.
	Do teachers, physicians, your answers. Do these people influence	Do teachers, physicians, and coaches smoke as much, as other adults? Explain your answers. Do these people influence your smoking attitudes? Practices? Explain why and	s other adults? Explain tices? Explain why and	Ask a prominent community figure to speak before the class on the harmful effects of smoking to health and athletice.
				Discuss the concept of "Do as I say, not as I do."
				Distribute pamphlets to the students; have them take them home and ask their parents to road them and get their reaction to the pamphlet; follow-up with class discussion.
	Do the smoking habits of n teen-agers?	Do the smoking habits of nationally known figures have an effect on the habits of teen-agers?	in effect on the habits of	
. Smoking among youth	Why do young people smoke or not smoke?	ke or not smoke?		Show film emphasizing contem-
	How many young people ! noke?	noke?		porary effects of smoking and reasons teen-agers smoke.
	Why do young people continue to smoke?	inue to smoke?		High points should be discussed in class.
				Distribute pamphlet materials on why young people smoke.
				Have debate on pros and cons of smoking.

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	LEARNING EXPERIENCES		Have a student trace the laws regarding selling cigarettes to minors in Texas. Discuss ways of enforcing cigarette purchasting laws.	Bulletin board display by teacher or students of people using different forms of tobac- co; also include health warning.	Have students draw cartoons of people while they are smoking.	Teacher or students make a bulletin board display of history and uses of tobacco as a basis for discussion in class.	Have student research sales cigar industry. Use as basis for discussion of changing smoking habits.	
	Socio-Cultural		Is the law enforced? o minors?		Pipes? Cigars?		of cigars? If so, why?	
ND DRUGS	MOTIVATING QUESTIONS Mental-Emotional	agers to get cigarettes? get them?	Why is it against the law to sell cigarettes to minors?. Is the law enforced? What are the regulations regarding selling cigarettes to minors?	What are the different ways in which tobacco is used? .	What are the differences in the effects of cigarettes? Pipes? Cigars?		Has there been an increase in the production and sales of cigars? If so, why?	in new forms?
TOBACCO, ALCOHOL, A	Physical	How difficult is it for teen-agers to get cigarettes? At what age do most teens get them?	Why is it against the law to What are the regulations x	What are the different way.	What are the differences ir		Has there been an increase	Wby have cigars appeared in new forms?
NAME AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS	LEVEL A CONTENT	. Availability of cigarettes		Different forms and uses of tobacco Pipe Gigars Sout	Chewing tobacco Cigarettes			Beverage alcoho! has long been a subject of controversy in society.
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TATENOS	·	MOTIVATING QUESTIONS		SEASON OF STREET
COLLEGE	Physical	Mental-Emotional	Socio - Cultural	LEARNING EAFERIENCES
ohol use as a social custom	What percentage of the p	What percentage of the population lavors the use of		Appoint a committee which is
ttitudes about alcohol	1010001# #8# FANDO		. How do attitudes concern-	groups to do fact-finding re-
Those favoring the use of alcohol			ing alcohol differ with religious groups? Ethnic groups? Socio-economic groups?	ports and present to the class the attitudes of various groups concerning alcohol. Class discussion should follow.
			. In what groups or settings is alcohol accepted? Not accepted?	
Those opposed to the use of alcohol	What percentage alcohol? of beverage alcohol? What are som: reasons given by those who are opposed to alcohol? Those who are for drinkin	What are som: reasons given by those who are opposed to alcohol?	What is the view of drink-ing in different segments of adult society?	Role-playing panel discussion. Have student committees survey a particular adult group, such as parents, doctors, coaches, businessmen, for background material on atritudes about alcohol and then have each member represent one of the group surveyed. Have selected students attend a P-TA meeting at which parents will discuss the impact of drinking in adult and teen-age groups. Report back to class. Have a symposium in which two students present reasons for and two present reasons for and two present reasons for and two present reasons against the use of alcohol. After the
				cuss the two viewpoints.
		•		

•		LEARNING EXPERIENCES	Have students debate the pros and cons of the moralistic ap- proach to alcoholism. Point out new approaches taken by different groups.	Write to the Texas Commission on Alcoholism and request copies of "Alcohol Questionnaire." Administer to the class and then discuss frequently missed items.	Research the different alcohol content levels of beer, wine and distilled spirits. Report to class,							Debate the question: "Should parents drink and at the same time expect their teen-age children not to drink?"
		Socio - Cultural	7,730		·····				Are most alcoholics on skid row? Explain.	up process?		
	ND DRUGS	MOTIVATING OUESTIONS MentalEmotional	• • • • • •	What are some common misconceptions about beverage alcohol?	What is the alcohol content in a dozen bottles of beer, a 4-ounce glass of wine, and a 1-ounce glass of distilled liquor?	ol is a stimulant?	Is there a relationship between alcoholism and heredity? Does it run in families? Explain.	ons influence people?		What roles do coffee and exercise play in the sobe; ing.up process?		Should pare a druk in front of their children? Explain.
	товассо, ассонос, м	Physical		What are some common m	What is the alcohol content in a dozen beand a 1-ounce glass of distilled liquor?	Why do people think alcohol is a stimulant?		How do these misconceptions influence people?		What roles do coffee and e		Should pare a druk in fro
	BANCAREA: 1 HE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS	CONTAIT		. Misconceptions	. Alcohol content	. Effects	. Hereditary aspects				. Factors that influence drinking practices	. The example of parents
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	LEAPNING EXPERIENCES					Research and report on ways young people can understand and help their parents with Grinking	proteins. Investigate com- munity agencies that vill oid teen-agers in understanding al- coholiam.	Have open class discussion on these questions because they lend themselves to a variety of answers.	Class discussion - "What does alcohol represent to the teen-ager?" What are the expected outcomes from its use?	Have students bring alcohol ads, and discuss TV commercials. Have class discussion on their message.	Debate the question: "Should advertising of alcohol be banned on radio and TV?"
	Sector Cultural				If drinking does go on in the home, should teen- agers be included?	How can teen-agers help parents who have drinking problems?		not advertised on radio	ind printed materials udes and rehavior about		
ND DRUGS	MOTIVATING QUESTIONS MentalHimotional	Is drinking becoming more popular? Why or wny not?	In what ways could alcohol cause family problems?	In what ways could it result from family problems?				Why are distilled beverages not advertised on radio or television.	How do movies, television, and printed materials influence young propie's attitudes and uchavior about drinking?		
PUSE OF TOBACCO, ALCOHOL, AND DRUGS	Physical	Is drinking becoming mor	In what ways could alcoho	In what ways could it resu							
THE USE AND A	LEVEL A CONTENT							. The communications media			
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	BASIC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS
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CONTENT	Physical	MOTIVATING OUESTIONS Mental Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Teen-age attitudes and prac- tices with regard to alcohol		. What does it mean when one says, "Alcohol is a solution before it is a cause"?	i, "Atcohol is a	Conduct a sociodrama of a teen- age group in a car and one of the
. Drinking and popularity	***************************************	. What does alcohol represent to the teen-ager?	ne teen-ager?	group is a non-drinker. Drama- tize the social pressures and
	Why do people drink beverage alcohol?	erage alcohol?		individual attitudes involved.
	Why do teen-agers drink or not drink?	k or not drink?		
. Sources of alcohol for the teen-ager		. Where	Where do tern-agers get their first drink?	
. Problem drinking among teen-agera	Why do some drink only Is it advisable to postpor	Why do some drink only rarely, others regularly? Is it advisable to posttone drinking until the legal see? Why or why not?	or who not?	Appoint a committee to study the use of alcohol in your school.
. Motivations in teen-age drinking				how? Whe? Wher? Where? Avoid individual identification and moralizing for the success of this project.
	What other decisions inf drinking?	What other decisions influence the individual besides the legal aspects of drinking?	gal aspects of	Conduct small group discussions in which students list valid and invalid reasons for drinking and not drinking. Misconceptions can be cleared up in this activity.
	Drinkers often cite such something to do, etc., a satisfy these needs?	Drinkers often cite such factors as acceptance, pleasure, "k;-ks," good times, something to do, etc., as reasons for drinking. How does a non-drinker satisfy these needs?	''kirks, '' good times, a non-drinker	Have several non-drinking students in the school give reports to the class as to how they fulfill these needs without alcohol.
				Have a debate defending the right to drink and not drink. (Non-drinkers may defend the right to drink and drinkers may defend the right to the right not to drink.)

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CONTENT	Physical	MOILVAIING QUESILONS Wental Finotional	Socio-Cultural	LEARNING EXPERIENCES
		•		
			. Is it necessary to drink	The teacher tells the class that
	titles all		; to be accepted in some	six students will act out a
			groups: why:	teen-age scene in which three
				couples gather at a Irlend's
		•		home after a high school dance
				have refreshments. Alcoholic
	***			drinks are served; some of the
		•		group are eager to accept them,
	. 910	•		but others do not wish to drink.
				Have buzz session to enswer
	+			this question and discuss the re-
			•	actions of the group if one does
	•-			not wish to drink.
			Why do some parents for-	Have students take a parental
		•	bid their children to drink	bid their children to drink? survey of their attitudes on this
	-		Why do some parents al-	discuss the implications in
			low or encourage their	class.
		•	. contaren to arink?	
			As a parent, what will you	=
	-		standards and reasons be be for allowing or not al-	attitudes of the students with regard to this question. Try to
			lowing your child to drink	lowing your child to drink? point up the different outlook one
				takes when he or she is faced with the responsibility for another.
		•	•	
. Mixing alcohol with drugs	. What are the effects of n	What are the effects of mixing drugs with alcohol?		Secure information from a phar-
	Why do depressant drugs	Why do depressant drugs and alcohol mixed together present special dangers?	present special dangers?	imacist or physician on the additive dangers of taking drugs
				and alcohol together. Have stu-
				material on this subject.

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	1	~	MOTIVATING QUESTIONS		
	CONTENT	Physical	Mental-mononal	Secto - Cultural	LEARNING EXPERIENCES
. Sun.	Since earliest times man has found different uses for drigs.				an table a seco
	. Historical development of drig use	What is a drug?			• • • • • • • • • • • • • • • • • • •
	. Use by early man	How and why did early m	How and why did early min use drugs? What did he use?	e? Did he abuse drugs?	Have a student trace the develop- ment of drug use on a flow chart and present it to the class,
•	Eastv onedicinal uses				Fave students discuss the opium plant and the history of its use by man. Research information gathered through encyclopedia study.
	Development in the United States	What were the early uses	What were the early uses of drugs in the United States? early drigs in use?	? When? What were the	
•	The drug picture today	Why are drugs such an in our life style today preci	Why are drugs such an important part of everyday living? In what ways does our life style totay precipitate a wider use of drugs?	ng? In what ways does	Ask for ideas on what signs we have that our way of life seems to stimulate the taking of drugs.
					Have a student check the per- centage of time and amount spent for advertising by drug firms.
٠ -	Uses of drugs loday	How does the role of drugs today differ from previous uses of drugs?		What part do drugs play in today's society?	What part do drugs play in Ha e students report on ways in today's society? which man is aided by drugs.
	Denoticial uses and effects	What is chemotherapy?	н т. ч.	Is anyons in your family aided by the use of a prescribed drug?	Have a student interview a physician or pharmacist on the role of drugs in medicine. Report to class.

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	x	MOTIVATING QUESTIONS	2	
CONTENT	Physical	Mental-Emotional	Socia - Cultural	LEARNING EXPENIENCES
. Treatment of physical and				
Diagnosis and prevention of illness and modification of body functions				Have students study one drug in detail as a research paper or discussion for the basic concept through the nature and use of all drugs in modical services.
			Why are only a few pre- scribed drugs advertised? Does this mean they are effective? More effective than non-advertised drugs?	š
Hazmful uses and effects	What drugs are abused? What drugs are misused?			paper. Have students collect articles in newspapers relating to drug
	In what ways can nonpres Are drugs that are presc for another? Explain.	In what ways can nonpresectiption druks be harmful? Are druks that are prescribed for one person safe for another? Explain.		abuse and misuse. Discuss the possible harmful effects of drug abuse and misuse.

NAMEARE. THE USE AND ABUSE OF	THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS The use and effects of mood and behavior modifiers result from	THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS The use and effects of mood and behavior modifiers result from a complexity of factors.	ctors.	
LEVEL B VINCONCEPT: Use of tobacco, alcohol, and drigs results from and leads to health and social problems.	and drugs results from and	leads to health and social pro	blems.	
CONTENT	Physical	MOTIVATING OVERTIONS Wend-Emotional	Socio - Cultural	LEARNING ENPERGENCES
. The effects of cigarette smoking vary with the individual.		• • •		
. Physiological effects				
. Immediate	What are the immediate	What are the immediate jarmful effects of smoking?.		Ask adult volunteers to help
	What are the immediate beneficial effects of smoking on the body?			demonstrate the immediate effects of cigarette smoking in experiment:
. Increased pulse rate . Increased blood pressure	What does smoking do to, he circulatory system? Respiratory system?	the erreulatory system?		. Take oral temperature for three minutes. . Take blood pressure for
. Snortness of breath . Lowered peripheral skin temperature	How does cigarette smoking tem? Fatigue? Endurange?	How does cigarette smoking affect the nervous sys-		three minutes. Take pulse at one-minute intervals.
				This procedure should be followed before, during, and after smoking.
. Long term	What diseases and disord	ers are associated with long-t	term cigarette smoking?	What diseases and disorders are associated with long-term cigarette smoking? Ask a competent resource person
. Cancer Resolutions	Why do people contirue to	Why do people continue to smoke in view of health evidence against smoking?	ence against smoking?	to visit class and discuss health implications of smoking. It
Emphysema Chrone bronchits	Why do adults who smoke	Why do adults who smoke encourage freenagers not to smoke?	smoke?	might be necessary to have one or more students interview a
. Heart and circulatory	Why do we need reduced t	Why do we need reduced ar and nicoting cigarettes if tobacco is not harmful?	obacco is not harmful?	physician or other such person who would be too busy to speat: to several cl. sses.

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CONTENT	MOLIVALLING QUESTIONS Socio-Cultural Mental+Fractional Socio-Cultural	LEARNING ENPERIENCES
. Chronic cough	Why are filters necessary if there are no harmin ingredients in cigarettes?	Show films from American Can-
. Kalitosus		Cer. Society. National Tubercu-
. Stausitis	Are filters effective? Explain.	Josia and Respiratory Disease
. Reduction in endurance		Association, American Heart
Tobacco ambivonia	Why are longer civarettes more harmful than the shorter civarettes even of the	Association and United Chatca
	same brand?	Public Health Service on the
	THE CONTRACT OF THE CONTRACT O	relationship of cigarette smok-
	why are the cigarettes with elective illers unpopular;	ing to cancer, chronic bronchi-
. Psychological and sociological	Are the reasons for beginning and continuing the cigarette habit the same?	tis, emphysema, and other ailments.
		Have students draw exaggerated
. Motivations for starting to	What effect do the health warnings have on long-term, smokers?	cartoons showing the effects of
*moke		smoking, such as bad breath,
. Curiosity	What effect does the warning label have on smokers?	dull appetite, stained teeth and
. Group pressure		skin, and shortness of breath.
. Boredom	' Do people smoke more when they are around others? If so, why?	Discuss these with class and
. Status		then post in halls on exhibit.
. Imitation	How does group pressure influence teen-age and adult smoking practices? Non-	
	smoking practices?	Secure "Smokey Doe" from State
. Motivations for no: starting		Health Department, Remove
to smoke	Why should a person pride himself in being a smoker? Nonsmoker? Ex-	artificial lung to demonstrate
. Athletics	smoker?	residual carbons left on filter
	•	aiter smokir 5.
. Economics . Pride	How can a tern-ager be an example to someone else?	If norsible asks a former emoker
. Example to others	What does smoking do for the individual?	Who has suffered nermanent
		damage from cigarette snioking
. Motivations for continuing	Can the nonsmoker derive these same benefits in other ways? If so, how?	to speak to the class.
smoking		
. Stimulation	•	Make a bulletin board display of
. Relaxation		pamphlet material about smok-
. Handling		ing
. Crutch		,
	•	Have poster contest on the health

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LEVELB				
CONTENT	Physical	MOLLYATING OFFSTIONS Mental-Emotional	Socio - Cuftural	LEARNING EXPERIENCES
				Conduct a survey of adults in the community who are smokers and ask them their opinions about why they now smeke.
. The use of alcohol affects the lives of people in different ways.				A panel discussion on these points with a question-answer period to follow can be of value.
. Alcohol and sairty	How does the use of alcoaccident?	How does the use of alcohol increase one's chances of being involved in an accident?	j being involved in an	Invite a safety engineer from a local plant to discuss how accedents and alcohol are related in his situation.
	Why do some insurance	Why do some insurance companies give lower rates for nondrinking drivers?	for nondrinking drivers?	Show contemporary film on drink-
	Is having "one for the read" a good idea?		What is the law against drunken draving?	ing and arrying. Discuss the highlights after the showing.
	: :	: :	What are the social impli- cations of drunten driving	Invite a member of the Depart-What are the social impliment of Public Safety to class cations of drunken driving? to discuss the problem of drinking and driving.
	what 19 considered or i	what is considered ariving under the incluence.		Invite a member of an insurance
	What is the relationship accidents?	What is the relatiouship between the use of alcohol and pedestrian deaths and accidents?	nd pedestrian deaths and	organization which offers lower rates to nondrinkers to explain the rationale behind such an offer.
	Waat should a teen-ager	What should a teen-ager do when he is out with friends who are intoxicated?	ds who are intoxicated?	Role-playing experience which shows the driver of the car-fightly intoxicated and an individual who came with him to the party needing a ride home.

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		MOTIVATING QUESTIONS	\$	
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Alcohol and sex	Is there a relationship be disease?	Is there a relationship between the use of alcohol and the incidence of venereal disease?	I,the incidence of venereal	Write to Communicable Disease Division, Texas State Depart-
	Does the use of alcohol sometimes lead to pro	Does the use of alcohol sometimes lead to promiscuous sexual behavior?	ius sexual behavior?	ment of Health, for information about venereal disease if not previously requested.
	אחמו ופ חומאון טין נופר זיק			Have a symposium on the relationship of alconol use and the incidence of VD,
	What are the calculated risks of at a teen-age social gathering?	risks of arinking on a single gring?	date as opposed to drinkang	What are the calculated risks of trinking on a single date as opposed to drinking. Have one or more students interat at a teen-age social gathering? on the "release" effect of alcohol on the "release" effect of alcohol
	Should teen-agers drink	Should teen-agern drink on dates? Explain answers.		Have a debate on the topic "Does Alcohol Influence Boy-Girl Re- lationships?"
			sexes?	Have a class discussion compar- ing the calculated risks of teen- agers' drinking on a single date vs. drinking on a double date or when large groups of teen-agers are together.
. Alcohol and the law . Alcohol and its relation to crime			What types of crimes are related to the use of alcohol?	Secure written information from Texs Commission on Alcoholism or the Department of Public Safe- ty to identify the relationship between crime and drinking.
			How are teen-ase drinking and juvenile problems related?	How are teen-age drinking Invite a member of a local youth and juv. nile problems group or a probation officer to speak to the class on the correlation between alcohol and crime

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MOLLYALING QUESTLONS Sector (alteral	Should the legal age limit Have a class debate on whether for drinking be lowered? the age limit for drinking should be lowered.	Is there an over-emphasis on drinking? Why? What can be done about it? Should anything be done?	How can respect for the law and for parents become Assign written reports or essays important to teen-agers with regard to drusking? parents. Discuss various ideas	in class.	What was prohibition? Why wasn't it successful? report to the class on the prohibition amendment and its impact on society.	What is the WCTU? What is its mission?	What are the laws in Texas regarding the use of alcohol:	What is the liquor regulating yeary in the State of Texas?	Does your community have Have one or more students find local option? Why or why out local liquior sales regulations from the local representative of	the State Liquor Control Board. "What is meant by local If there is no local representative, have them write the headquarters option? In Austin. Present this informa-
Physical		. Is th . can l	How Hodun							
CONTENT				. Efforts to curb the use of	of alcoho)	. National	. State		. Local	

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Drinking, personality, and popularity	socially acceptable		Socio-Cultural	
Drinking, personality, and popularity	socially acceptable			for class discussion on the necessity and appropriateness of inese laws.
2	ornk stood ap on a in academic work;	in what socially acceptable ways can a voung person meet these problems: losing job, being stood up on a date, lesing a boyfriend to another girl, or vice vers., faiting in academic work, not making an athletic team?	eet these problems: losing lother girl, or vice vers.;	
2	• •	•	How can one break away	Develop a survey form whereby
2	•	•	from a grinking group	you, the teacher, can get these
2	•	•	wither t being socially	ans vers from the students
2	•	•	ostracized :	without identification of the stu-
2		•	What alternatives can be	dents by name or handwriting.
ַ	•	•	the state of the s	
	•	•	used for relieving tensions, other than drinking?	that students can remain anon-
	•	•		The same of the sa
6	•		How and where doce most	ymous.
	•	. `	during the state of the state o	_
	•	•	armeng tiret take place;	
	•	•		age and adult drinking. Sum-
	٠	•	ls sociability a factor in	marize the conclusions drawn
			taking up or contrauing drinking?	from these lists.
	•	•		Form buzz session groups to
* ***	•	•	Does drinking add to one's,	nswer and discuss the yes-
	•		popularity?	no questions. Give students
	•			an opportunity to explain
	. •	•		their answers.
	•	•		
**··· 4d	•	•		Deinbing and the School!! in
	•	•		Mental Health Amonts of
	•	•		Alcohol Education U.S. Pub-
	•	• ,		lic Health Service. Use this
	•			reference as a basis for dia-
	•	•		cussion.

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CONTENT	Physical	KOLIVATING OUESTIONS Wenter-Emotional	LS Socio-Cuirural	LEARNING EXPERIENCES
. Teen-age drinking and adult drinking habite		Do the drinking habite of parents affect teen-agers?		Use film or tilmstrip relating comparisons between teen and adult deinking.
			.Do teen-agers drink to enjoy it? Discuss,	Use materials from Todd's Tearbing About Alrebed as
	Are teen-agers more quickly and severely affected by alcohol than adults? Explain,	Are teen agers more sus- ceptible to psychological intoxication than adults? If so, why?		reference guide for answering these questions.
	Are teen-agore more likely to become ist from drinking than adults?	Are teen-agorn more Are children of heavy likely to become is from drinkers more likely to drinking than adults? become drinkers? Why or why no.?		
			Should parents allow the.r	
Drugs affect the body in different	Why does man react differently to various drugs?	rently to various drugs?		Have the biology instructor aid
	Can the effects of a spec	Can the effects of a specific drug vary with individuals?		in conducting an experiment on laboratory animals with the
	Do individuals have diffe	Do individuals have different tolerances for drugs?	•	aid of students so that students can see the varying effects of
. Amphetaminas . Methamphetamine	What is a stiniulant? An amphetamine?	amphetamine?		drugs on living things.
. D-L-Amphetamine . Dextroariphetamine	What is "speed"?			Have a student interview a doc- tor and report on the effects of
Cocaine	What are "pep pilis"?			drugs on the human body. A film may be used here as an aid
. Caffeine	What are "bennies"?			to this presentation.
	How do these drugs affect the body processes?	the body processes?		
	How do these drugs affec	the body processes?		

BANC AREA: THE USE AND ABUSE OF TOBACCO, ALCCHOL, AND DRUGA

Depressants Depressants What are the depressants? How in tranquillarra differ from marcotice? Barnishes. Bromides What are exempt narcotica? What are the therape tite values of these drugs? What are exempt narcotica? What are exempt narcotica? What are exempt narcotica? Bromides Codesine Synthetic narcotics Fallucinogenes Wat makes hallucinogenia ver for youth so dangerous? Proper to the fallucinogenia with they are some drugs called hallucinogenia? If so, how? If not, why port? Why the narriyans and narcotic and a hallucinogenia? If so, how? If not, why port? Brain and palicerybun Assign a report on marijuars and a hallucinogenia. Broming globy seed Assign a report on marijuars as an anarcotic and a hallucinogenia. In so, how? If not, why port? Brain and palicerybun Assign a report on marijuars as a an arcotic and a hallucinogenia. In so, how? If not, why port? Brain and palicerybun Broming globy seed	LEVEL B			
What are the depressants? How do tranquilizers diffor from narcotics? Barbiturates? Analgesies? What are the therape.itic values of these drugs? What is the definition of "psychic energizers"? What are they? What is the definition of "psychic energizers"? What are they? What are exempt narcotica? Trictics What makes hallucinogunic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, how? If not, why not? Are they used in a rarcotic and a hallucinogen? Ory seed	CONTENT			LEARNING ENPERIENCES
what are the depressants? How to tranquilizers differ from narcotics? Barbiturates? Analgesics? What are the therape tite values of these drugs? What are the eide effects? What is the definition of "psychic energizers"? What are they? If derivatives What are exempt narcotics? What makes hallucinogenic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, how? If not, why not? Are they used in a farcotic and a hallucinogen? Or seed	. Depressants			Ask a pharmacist to visit the
what are the degreesants? You to tranquilizers dility from narcolites? Barbitare the side effects? What is the definition of "psychic energizers"? What are they? Its derivatives What are exempt narcotics? What are exempt narcotics? Cotics What makes hallucinogenic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, how? If not, why not? Are they used in a farcotic and a hallucinogen? Of psilocybin Ory seed				class and discuss the different
what is the definition of "psychic energizers"? What are they? What is the definition of "psychic energizers"? What are they? srcotics cotics What makes hallucinogunic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, hew? If not, why not? Are they used in a rarcotic and a hallucinogen? or seed	. Tranquilizers		o tranquilizers diffur from narcotics? Bar- the therapeatic values of these drugs? What	classes of drugs.
its derivatives What is the definition of "psychic energizers"? What are they? Srotics Trictics What makes hallucinogenic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, how? If not, why not? Are they used in redicine? If so, how? Is not, why not? An ariyuana both a rarcotic and a hallucinogen?	. Bromidee		•	Have students develop a note-
its derivatives What are exempt narcotics? cotics regizers What makes hallucinogunic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, how? If not, why not? Are they used in a farcotic and a hellucinogen? ory seed	. Barbiturates	What is the definition of "psychic e	nergizers"? What are they?	book list of terms, definitions and medicinal uses of major
rectice rectice What makes hallucinogenic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, how? Is not, why not? Are they used in a rarcotic and a hallucinogen? ory seed	Opium and its derivatives	What are exempt harcotics?		drugs.
regisers What makes hallucinogunic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, how? If not, why not? Why is marijuana both a rarcotic and a hallucinogen?	. Morphine	- •		
regizers What makes hallucinogunic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, how? If not, why not? Why is marijuana both a rarcotic and a hallucinogen? ory seed	· Coderne		•	
replets What makes hallucinogunic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, how? If not, why not? Applicybin ory seed	. Synthetic narcotics	• •		
What makes hallucinogenic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, how? If not, why not? Mhy is marijuana both a rarcotic and a hallucinogen? ory seed	. Exempt narcotics			
What makes hallucinogenic use for youth so dangerous? Why are some drugs called hallucinogens? Are they used in medicine? If so, how? If not, why not? Why is marijuana both a rarcotic and a hallucinogen? ory seed	. Psychic energizers	•		
Marijuana Why are some drugs called hallucinogens? LSE Are they used in medicine? If so, how? If not, why not? Peyote and mescaline Why is marijuana both a rarcotic and a hallucinogen? DMT Failocin and pailocybin Morning glory seed	. Hallucinogens	What makes hallucinogenic use for	youth so dangerous?	Have students research and
Deyote and mescaline Why is marijuana both a rarcotic and a hillucinogen? STP DMT Failocin and pailocybin Morning glory seed	. Marijuana	Why are some drugs called halluci	nogens?	report to the class the acute and chronic effects of the hal-
Peyote and mescaline Why is marryuana both a rarcotic and a hallucinogen? DMT Failocin and pailocybin Morning glory seed	. 1.55	Are they used in medicine? If so,	how? If not, why not?	unpredictability of them, and
wny is marijuana both a rarcotic and a hellucinogen? cin and pailocybin ing glory seed	Peyote and mes			why they are not used in clirical medicine.
cin and pasitocybin	STP .	Why is marijuana both a rarcotic a	nd & hallucinogen?	Assign a report on marijuana
. Psilocin and psilocybin . Morning glory seed	TMG .	• •		as a narcotic and a halluci- nogen,
. Morning glory seed	. Psilocin and psilocybin			
	. Morning glory seed			
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CONTRINT	Physical	MOLLY ALLING OUTSTIONS Mental-Emotional	Socio-Cultural	LEAPNING EXPENIENCES
. Prohibited drugs	What is a prohibited drug? Prescription drug?	Prescription drug?		Write to the Bureau of Narcot-
. P scription drugs	What is the Texas Dangerous Drug Law of 1959?	ins Drug Law of 1959?		ics and Dangerous Drugs, Food at J Drug Administration,
	What drugs are included in	Viat drugs are included under these federal drug laws?		or the Superintendent of Doc- uments for printed materials relating to the laws, penalties,
. Over-the-coun.er drugs	What does over the counter mean?			and the drugs covered, Have a student talk to a nhar-
	Doen this mean that they o	Doen this mean that they can be used at any time in any arnount?	unount?	macist and report to the class
	What are the implications	What are the implications for the misuse of over-the-counter drugs?	inter drugs?	ion and without prescription,
	Are there any legal restric	Are there any legal restrictions on over-the-counter drugs?	88?	
. Drugs are abused for different reasons.				
. Escape from reality	How can the use of LSD an	How can the use of LSD and marijuana be controlled?		Make arrangements for a small
	How can one be assured the	How can one be assured that "going on drugs" is better than facing coality?	han facing coality?	committee of students to visit a local judge and ask his opin-
	Why does a person wish to escape?	escape?		could be taken to control the
	Does taking drugs crase one's problem.?	ne's problem.?		use of these drugs. Report the findings to the class.
				Have the students attempt to find out why drugs are used. Have a class discussion.
				Organize the class into small groups. Direct each group to
				suggest two problems of ado-
				might think could be evaded or even removed by the use of LSD
	•	•		or similar drugs. Have the

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CONTFNT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Secto - Cultural	LEARNING EXPERIENCES
				students in each group study the problems and then tell the class why they believe it is better to face problems than to avoid finding sound and practical solutions for them,
. Conformity	What entices a person to Would a "real" friend en drugs?	What entices a person to use drugs just to conform? Would a "real" friend encourage one to endanger his healt; and life by abusing drugs?	alt); and life by aousing	Select members of the class to role-play a situation in which a bay is invited to a party and at the party is offered a halluci-
	Do you have to "go on 12	Do you have to "go on drigs" to be accepted? Why or why not?	4 by not?	natory drug. Have the student portray both sides of the situation. Present erroneous rasoning by the friends in trying to persuade him and the reasons given by the youth in resisting their efforts. Use as a basis for class discussion on the significant role of the peer group.
	How are teen-agers who	How are teen-agers who use drugs illegally accepted by their peers? Explain.	/ their peers? Explain.	Show tilmstrip from Encyclo- pedia Britannica and discuss motivations for taking drugs.
. Curiosity	How can experimenting a Does a person have to extuilly,	How can experimenting with drugs get one into trouble? Does a person have to experiment with drugs to satisfy hus curiosity? Discuss fully,	his curiosity? Discuss	Plan a sociodrama in which a peddler tries to sell marijuana cigarettes to a group of school children, one accepts, the others refuse. After the sociodrama, discuss the implications.



LEVEL C. WRCONCEPT: The use and misuse of tobacco, alcohol, and drugs raise significant health and social questions. BANCAREM: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS CONCEPT: The west and effects of mood and behavior modifiers result from a complexity of factors.

CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Secto - Cultural	LEARNING EXPERIENCES
. One must consider several factors in his decision to smoke or not smoke.				
. Nonsmoking considerations				
Immediate effects Athletic performance	How does cigarette smo ance?	How does cigarette smoking affect personal appear arce?		
. Stained teeth and impers	What is the economic cost of being a smoker?	at of being a smoker?		Have a student make an oral
	How do the prospects of a smoker?	How do the prospects of a healthy future of a nonsmoker compare with those of a smoker?	er compare with those of	report to the Class on what the cost of cigarette smoking is to the regular adult smoker for a vear and a liftcime.
	What are the advantages of being a nonsmoker?	of being a nonsmoker?	, -	
	What are the advantages of being a smoker?	of being a smoker?		Panel discussion on the social ampects of being a smoker or
	How does smoking af- fect athletic perfor- mance?			nonsmoker.
. Long-range effects . Lung cancer . Chronic respiratory aibnents	Are the possibilities of Discuss.	Are the possibilities of a disubling or fatal disease important to the teen-ager? Discuss.	portant to the teen-agor?	Invite a physician to class to discuss the possible future health implications for the nonsmoker, and smoker,
. Smoking considerations	Why are reasons for sta	Why are reasons for starting and continuing the smoking habit different.	ng habit different?	Conduct a symposium concern-
. Factors influencing starting to smoke	Why do people ignore the health risks?	e health risks?		ing cigarette smoking (for desirable results, it is sugges, ed that the program should
	What are teen-age attitu	What are teen-age attitudes with regard to smoking?		be student-led and student- riented).

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BANC MEA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVELC				
CONTENT	Physical	MOILYALING QUESTIONS Mental Himpitonal	Socio - Cultural	LEARNING ENPERIFNCES
				Discuss with the class how reasons for startin; to smoke and continuing to smoke night be similar but also be different.
				In cooperation with the English-journalism teacher, sponsor a poster campaign for t estudents. Use most original lies in student hangouts in the community and in secondary schools.
. Factore influencing continu- ing the habit	Is quitting possible? Difficult? What enables s continue the smoking arbit while others do not? Why do some people say, "It is easier never to	Is quitting possible? Difficult? What enables some people to successfully discontinue the smoking Arbit while others do not? Why do some people say, "It is earier never to have started than it is to quit."	e to successfully dis- ed than it is to quit,"	Invite an ex-smoker to class and have hir. talk about his habit and how he broke it.
. Identifying the facts and fal- lacies about cigarette smuking is often difficult.	What do the cigarette advertisements ray? Does the public need protection against suc	What do the cigarette advertisements hay? Does the public need protection against such advertising?		Show film from American Can- cer Society designed for hallt- ual smokers primarily Discuss possible outcemes of
	TOW GOOD TIKEFFEILE BUVES	TOW GOES CIKATERE AGVECTSINK INIDENCE SINGKING GENAVIOY	·	smokers anonymous groups. Have students make up mock cigarette commercials. Bring them to class and discuss. Have students bring advertisements for cigarettes to class and discuss.
				Show film depicting the exploitation of advertising on students' needs. Discuss implications in class.

BANC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL,
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CONTENT	Physical	MOIIVAILN GOUESTIONS Mental-tmotional	S Socio - Cultural	LEARNING ENPERIENCES
			What is the Surgeon Generals Report of 1967, The Health Consequences of Smoking? Compare the statistics in it with figure on shocking in Great Britain.	Conduct a quiz to identify mis- conceptions about advertising, health, and cigarctte smoking.
	What is the warning labe	What is the warning label on Ligarette packages?		
			What is the latest Federal Communications Com- mission ruling on ciga- rette advertising?	Have students try to determine how tobacco ads are nimed at them. Ask students how advertising affects them. Ask them to suggest the reasons for these appeals and their effectiveness. Do the same for the antismoking commercials.
			What forces in our society are aimed at promoting and controlling tobaccouse?	
. There is a responsibility in being a cigarette smoker,				
. Individual . Family . Community	What are the responsibil munity?	What are the responsibilities of the smoker to himself? His family? The community? What are the effects of adult smoking habits on young smokers?	? His family? The com-	Have the class debate on what being a smoker or nonsmoker enables one to do,
	What does a nonsmoker mage mean?	mage mean?		Suggest the establishment of a nonsmoking image among your
	What does being a nonsmoker enable one to do?	oker enable one to do?	What can young people do	particular group of teen-agers. Ask students for slogan ideas
	Wat does being a smoker enable one to do?	r enable one to do?	to combat the smoking problem in schools?	demonstrating a nonsmoking position. Make use of such

BANC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

LEVEL C				
		MOTIVATING QUESTIONS	. Sq.	
CONTENT	Physical	Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
				slegans throughout the school and the community.
			How can senior high school students influence younger children not to smoke?	Utilizing the exemplary role, ask students to speak to elementary stehool children about cigarette smoking. (You will find that even smokers will encourage younger children not to smoke; if may also have some boomerang effects on them.)
			How can a nonsmoking image be created in the high school?	Establish an Anti-Sraog Club in school to create a nonsniok- ing atmosphere and image.
. Political and economic considerations have an important bearing on the tobacco industry.		Why are the tobacco industries now diversifying? What parts do different government agencies play in growing, promoting, and regulating tobacco? What influences do lobby groups have on the above? Why do the attitudes toward tobacco your in different	ries now diversifying? erument agencies play in egulating tobacco? What have on the above?	Have members of the class compose a letter to their congressman and ask his opinion on why the federal government supports the tobacco industry on the one hand, and supports
		parts of the country?	Coacco 44.7 in anistent	research to combat smoking on the other hand. Have the class debate the pros and cons of the above question.
. Alcohol affects man's bodily functions.	How does alcohol affect the body?	, . <i>,</i>	Why is drinking associated with eating?	Have a highway patrolman speak on the methods used to defer- mine whether a person is under
. Alcohol and digestion		How does alcohol affect reaction time? Fatigue?		the influence of alcohol,
	How does body size re- late to consumption of alcohol?		Why can some drink more than others?	

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What, if any, are the phyexperiment with alcohol? What are the long-verm in on the body? What are the effects of all mance? Physical fitness human creativity?	What, if any, are the physical and psychological risks of young people who experiment with alcohol? What are the long-term implications of alcohol use on the body? What are the effects of alcohol on athletic performance? Physical fitness? On mental tasks? On human creativity?	of young people who	
What are the long on the body: What are the effect mance? Physical human creativity?	ig-term implications of alcohol use cets of alcohol on athletic perforal fitness? On mental tasks? On y?		psychological, and enciological effects of alcohol, Display
What are the effect mance? Physical human creativity?	'ects of alcohol on athletic perfor-		throughout the school. Excel-
			lent ones can be placed in community places of business, such as banks, stores.
			Written assignment: Have students write an essay on the effects of drinking alcoholic beverages.
, .			Hold a class discus, ion on the question, "What 40 I need to know before I take a drink?"
. Alcohol and nutrition Since alcohol has calorie: man's nutritional status?	Since alcohol has calories, what role does it play in man's nutritional status?		
. Physiological actions of alco- What is the relatinhol in the body on social controls	What is the relation*) p between the rate of alcoholic abrorption and its effects on social controls, higgstological responses and one's decisions?	ibrorption and its effects	Invite a local physician to answer these questions in per-
. Concentration			son or through an interview with one of the students. It is
. Oxidation			answer these questions because
. Temperature , Why does a person feel warm af	Why does a person feel warm after taking an alcoholic beverage? Is body temperature lowered or raised?	beverage? Is body	them.
. Elurination How is aicohol tr	flow is aicohol troken down in the body?		
isow does the body	isow does the body rid itself of alcohol?		

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CONTENT		MOIIVALING OUESTIONS		
	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Alcohol has a significant effect on the economy of modern society.			What does alcohol contrib-	
. Alcohol and economics		What is the cost of drinking to industry?		
		What are the advantages and disadvantages of liquor by the drink?	Hew much does it cos' to be a drinker? To what extent is the alcohol indvatry "big bissions!" I aur national	Show a filmstrip and discuss the importance and relevance of the cost of alcohol in dollars and cents. Secure information from LCB
			econom);	on communities that are "wet"
. Alcohol and taxes			What are the federal,	brought to the wet areas and
		•	state, and local taxes on different types of alco-	the costs in the wet areas as
			holic beverages?	If you are in a "wet" area, try
		. •		to find out the approximate
		•		income from liquor and beer
				bought in the community during
		•		the past year. Compare this
				with expenditures for education.
				recreation, library, civic
Trade di		•		improvements. (Write to the
			•	Comp'roller's Office, Austin.
				Texa:.)
		•		Secure current films from one
				of the recommended sources
			. •	on the high cost of drinking.
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		MOTIVATING QUESTIONS	N.S	
CONTENT	Physical	Mental-Émotiona	Secto - Cultural	LEARNING EXPERIENCES
. Alcohol and advertising		. What are the meusages . in current advertising?	How much money is sprint on advertising and how does it affect consumption?	
		At what age group is alco- hol advertising aimed?		office for information.
				Have members of the class
				gressman for information on
				contemplated and completed
				ment on the issue of advertis- ing of alcohol.
				Have students bring liquor and
				beer ade to class and analyze
				them according to what is said and implied.
. Alcoho' has neveral implications for man's health.				Write to the American Medical Association for information concerning all questions relating to health and the use of alcohol.
. Cirrhosia of the liver	What does research may about cirrhosis of the liver and the extended use datcohol?			
	What does research show brain damage?	What does research show about the relationship between alcohol misuse and brain damage?	een alcohol misuse and	
. Malnutrition	What is the relationship between pro-	What is the relationship between prolonged drinking and poor nutrition?	and poor nutrition? Pro-	

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BANC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

:EVEL C				
CONTENT	Physical	MOT:YAIING QUESTIONS MentalEmotional	Socio - Cultural	LEARNING EXPERIENCES
. Mental illness				Have a student interview a lo-
. Heredity	Is alcoholism hereditary?	Is alcobolism hereditary? Can a cra ing for alcohol be passed from generation to generation?	e passed from generation	cal physician to secure these answers and have a student present them in the form of an
. Longevity	What is the relationship ! expectancy?	What is the relationship hetween the extended misuse of alcohol and life expectancy?	of alcohol and life	oral report.
. Use in medicine	In what ways has alcohol been used in medicine?	been used in medicine?		
	Is its use in medicine eve	Is its use in medicine ever recommended? By whom? How?	How?	
	Should alcohol be given to drug poisoning?	Should alcohol be given to a person suffering from snakebite, shock, or other drug poisoning?	kebite, shock, or other	
. Alcoholism is a major disease of man.				
. Factors leading toward alco- holism	What are some of the und chronic drinking?	What are some of the underlying emotional problems that may lead to a life of chronic drinking?	hat may lead to a life of	Invite a member of a family of an alcoholic to write an
	How Les the presence of	How os the presence of an alcoholic affect the entire community?	. community?	anonymous report on what hap- pens to the family relationship when there is an alcoholic
	What is the difference be-	What is the difference between problem drinking and alcoholism?	lcoholism?	present,
	What is alcoholism? How preval drinker from the social drinker?	What is alcoholism? How prevalent is it? What differentiates the chronic drinker from the social drinker?	rentiates the chronic	Survey area hospitals to see if there is an alcoholic ward and make a report to the class
			Is alcololism more common among certain cultural groups than among others?	Write for pamphlets from the AAAA on the genetic and con-
. Stages of alcoholism	What are the progressive	What are the progressive stages and effects of alcoholism?	ism?	gential cirects of arconomia.
. Treatment of alcoholics	What are some kinds of t	What are some kinds of treatment for alcoholism?		

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		MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	What is Alcoholics Anon	What is Alcoholics Anonymous? How does it help the individual?	ndividual?	Have a member of Alcoholics Anonymous, the local Council
				on Alcoholium or IANE come and discuss alcoholism, its symptoms and its treatment.
Individual philosophy is an important factor in the use or		Have your views on alcohol changed? If so, how?	hanged? If so, how?	
		Can a parent or supervisor effectively influence a younger person to abstain from drinking and to use it moderately if the adult drinks to excess?	iffectively influence a om drinking and to use nks to excess?	Assign an ungraded theme paper. Compare the views expressed with the class at-
		What factors have contributed to your thoughts on drinking?	d to your thoughts on	titude at the beginning of the presentations about alcohol.
	How can you, as a paren	How can you, as a parent, influence your children concerning drinking?	erning drinking?	Conduct buzz sessions and get class reactions to different phause of the unit and the concluding questions.
. There are physiological, psychological, and sociological problems associated with drug abuse and misuse.				
. Drugs and crime	Do drugs bring out a "cr	Do druge bring out a "criminal nature" in the individual? Explain.	? Explain,	Check increases in crime and
	Is someone who abuses drugs likely to resort to criminal acts?		How is drug abuse related to crime?	drug abuse and make a report to the class on the correlation
. Drugs and mental illness		What are the reasons behind the theory that people who abuse Urugs are already mentally ill?	the theory that people mentally ill?	Debate the question, "Do drugs lead to criminal acts or do criminals first get in trouble
		Is LSD used in the treatment of mental illness? Discuss.	of mental illness? Dis-	with the law and then turn to drugs?"

BANC AREA: THE USE AND ABUSE OF TOBACCO, ALCOHOL, AND DRUGS

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CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emorional	Socio-Cultural	LEARNING EXPERIENCES
		Are any drugs used in the preatment of mental ill- ness? Which ones? How?	reatment of mental ill-	Have buzz sessions on each of these topics mentioned in the
		How can drug abuse lead to mental illness?	mental illuess?	outine and non make reports outine and non make reports information about the research uses of LSD and other drugs is no found in popular articles, the teacher may himse interview a psychiatrist and/or a pharmacit about drugs and mental illiess.)
onality fragmentation	"hat can the reptated use with others? Why do son or that they stimulate love	"hat can the repeated use of drugs do to man's personality and his relationship with others? Why do some people believe that some drugs are mind-expanding or that they stimulate love and peace? Are these beliefs based on facts?	ality and his relationship Irugs are mind-expanding efs based on facts?	Show filt auch as "LSD: 25" depicting interviews with users. Answers to these questions should come out of the film.
tic changes	What is meant by genetic chuste? What drugs are associated with such possibilities?	changus? I with such possibilities?	What does this tell us of our responsibilities to others?	Show "LSD: neight or Insanity" and discuss the important points of the film with class.
	What are mutagenic events? Teratogenic events?	How have these probable implications associated with LSD affected the incidence of abuse?		
red inhibitions	Why are inhibitions impor To what hazards are the d then: when inhibitions are	Why are inhibitions important to the health and safe: y of the individual? To what hazards are the drug abusers exposing themselves and those around them when inhibitions are released as a result of taking certain drugs?	of the individual? elves and those around ng certain drugs?	Make a checking of different points where inhibitory control is of positive effect on the individual,
	Should a person be held re a d.ug? Discuss,	Should a person be held responsible for his actions while under the influence of a d.up? Discuss,	ile under the influence of	Answers to the responsibility of a person while under the influence of drugs can be secured from a local lawyer.

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CONTENT	Physical	WOILVAILNG OUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Loss of productivity	From what you have seen, of those who abuse drugs?	and rea	ibe the productivity	Students may know people who have been in this situation.
				Let them tell their stories without giving names or other information that might identify
				the drug users.
				Whenever possible, obtain before-and-after photographs
				of drug aburers. Evaluate the
				as seen in the photos.
Druge and one's future	What are the immediate a	What are the immediate and long-range possibilities in one's future if he or she	ne's future if he or she	
	is a drug abuser?			Assign compositions to entire
	Why are drug abusers exc	Why are drug abusers excluded from some jobs because of the medical and $\log a$ consequences?	of the medical and	one's future, Discuss the significant points in class.
Drugs and the law	Why do we need laws to control drugs?	patrol druge?		Ask your local newspaper or
	Why are some drugs undo	Why are some drugs under prescription? Why are some drugs prohibited by	drugs prohibited by	TANE about a copy of Youth, and the Law, October, 1968.
	What are the	What are the laws once ming narrotice hallicingens ampletamines and	bac seamont and	discussion of legal aspects of
	baybitura.re?		inpute destructory and	drug abuse.
				Assign outside research reports to find out the answers
				to these and other pertinent questions.
Treatment and rehabilitation		What is methadone?		Write to the National Institute
				tion on treatment.
				of Mental Health for tion on treatment,

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What treatments are effective? Why is the recidivist rate to high? What is Daytop Lodge? What is Syanon? Can a drug addict be cured? Discuss fully. What does NARA mean? What does nare "after-care" program?	Al Mental-Motional Socio-Cultural nte are effective? cidiviet rate 10 high?	LEARNING EXPERIENCES
What treatments are nflective? Why is the recidivist rate to high? What is Daytop Lodge? What is Syanon? Can a drug addict be cured? Discuss fully. What does NARA mean? What does NARA mean? What is an "after-care" program?	nte are nffeçtive?	
Why is the recidivist rate to high? What is Daytop Lodge? What is Syanon? What is "cold turkey"? What does NARA mean? What is an "after-care" program?	cidivist rate 10 high?	The books cited in the source
What is Daytop Lodge? What is Syanon? Can a drug addict be cured? Discuss fully. What is "cold turkey"? What does NARA mean? What is an "after-care" program?		material section can provide the teacher with sufficient back-
What is "cold turkey"? What does NARA mean? What is an "after-care" program?	p Lodge? What is Syanon?	ground to make an effective lecture presentation. Students
What is an "after-care" grogram? What is an "after-care" grogram?	dict be cured? Discuss fully.	are not generally well versed in this area so discussion
What is an "affer-care" program?	turkey"?	would not be very effective. This area does not directly
What is an "after-care" program?	RA mean?	touch on their behavior so the lecture could be very desirable.
	(ter-care" program?	
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** Student source

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American Association for Health, Physical Education and Recreation, 1201 16 Street NW, Washington, D. C. 20036.

American Cancer Society, Texas Division, 5014 Bull Creek Road, Austin, Texas 78731.

National Clearinghouse for Smoking and Health, U. S. Public Health Service, 4040 North Fairfax Drive, Arlington, Virginia 22203.

National Congress of Parents and Teachers, 700 North Rush Street, Chicago, Illinois 60611.

Roswell Park Memorial Institute, 666 Elm Street, Buffalo, New York 14203.

Texas Heart Association, 2480 Times Boulevard, Houston, Texas.

Texas Tuberculosis Association, 2406 Manor Road, Austin, Texas 78702.

U. S. Children's Bureau, Department of Health, Education, and Welfare, Washington, D. C. 20201.

Alcohol

Alcoholics Anonymous, General Service Office, New York, New York.

Alcoholism and Drug Addiction Research Foundation, 334 Bloor Street W. Toronto 4, Ontario, Canada.

American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610.

Department of Health, Education, and Welfare, Bethesda, Maryland.

National Congress of Parents and Teachers, 700 North Rush Street, Chicago, Illinois 60611.



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National Institute of Mental Health, Bethesda, Maryland 20214.

Publications Division, Rutgers University Center for Alcohol Studies, New Brunswick, New Jersey.

Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

California Department of Public Health, Berkeley, California.

Texas Alcohol and Narcetics Education, Inc., 2814 Oak Lawn Avenue, Dallas, Texas 75219.

Texas Commission on Alcoholism, Sam Houston State Office Building, Austin, Texas 78701.

Texas State Department of Health, Public Health Education Division, 1100 West 49 Street, Austin. Texas 78756.

Drugs

Abbott Laboratories, 14 and Sheridan Road N, Chicago, Illino's 60064.

American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610.

American Pharmaceutical Association, 2215 Constitution Avenue NW, Washington, D. C. 20037.

American Social Health Association, 1790 Broadway, New York, New York 10019.

Committee on Narcotics, Pharmaceutical Manufacturing Association, 1155 15 Street NW, Washington, D. C. 20005.

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 West 46 Street, New York, New York.
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BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

Concept: Human sexuality originates within the family and continues

to be influenced by familial and life experiences.

LEVEL A

Subccacept:

The process of maturation and sexual development is unique for each person, psychologically and physiologically.

- . There is a wide range of sexual differences that is considered normal.
 - . Physiological differences influencing sexual development
 - . Psychological differences influencing sexual development
 - . Environmental and sociological differences influencing sexual development and practices
- . There are different stages of sexual development.
 - . Infancy and childhood
 - . Upper elementary age
 - . Early teens
- . There are physiological differences in the male and the female reproductive systems.
 - . Male: testes, vas deferens, seminal vesicle, prostate gland, urethra, penis
 - . Female: ovaries, fallopian tubes, uterus, cervix, vagina, accessory glands
- . There are physiological and psychological differences between the two sexes, and there are likenesses of the corresponding parts of the two reproductive systems.
 - . Evolution within a family structure
 - . The development of the sex drive
 - . The onset of puberty for both sexes
 - . Secondary sex characteristics
 - . Problems associated with growing up
 - . The psychological sexual responses
- . Human reproduction is . complex process.
 - . Fertilization
 - . Growth of the embryo and fetus
 - . Bir.h

LEVEL B

Subconcept:

Understanding various family structures and ways of adjusting to the normal sexual drive can help one deal more effectively with many pressures and conflicts.

- . Social needs of the individual are first influenced within the family unit, and then are influenced by many outside forces.
 - . Early social development from observation of all members of the family



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- . Influence of peer groups on social development and the personality of the child
- . Puberty and heterosexual development

 Adjustments can be made to the problems that arise because of development of the sex drive before the individual is emotionally or economically mature enough to provide for a family.
 - . Male and female sex drives during adolescence
 - . Lengthened adolescent period of this generation because of the longer educational process
- . It is important to social growth to understand the opposite sex, the same sex, and oneself.
 - . Communication in asking for, accepting, or refusing a date
 - . Planning for the date: where, when, how late, with whom, what to wear
 - . Development of heterosexual relationships as a preparation for successful marriage
- . The practice of going steady necessitates formulation of basic criteria for dating behavior.
 - . Characteristics boys and girls admire in the opposite sex
 - Different motives for going steady: accepted thing to do, security, a sincere attraction to the person
 - . Responsibilities when the derision to go steady is made: control of emotions and behavior, self-respect, respect for others, driving safety
 - "Calculated risks" individuals take to gain momentary physical pleasure
 - Problems of discontinuing the arrangement
- . There are many different meanings and outcomes of petting.
 - . Stimulation of an already strong sexual impulse--behavior determined by emotions rather than by intellect
 - . Sexual play primarily for satisfaction of one's own personal desires
 - . Peer-group expectations and pressures
- . There are various ways in which different individuals adjust to their sex drives.
- . Critical thinking, rather than emotional rationalization, should be used when making decisions about sexual relations.
 - . Sexual relations as an integral part of marriage
 - . Sexual relations outside marriage
- . Total understanding of and adjustment to one's sex drive and the possibility of a happy and successful marriage are dependent upon many factors throughout life. (This is to be developed in detail in Level C.)
 - Familial influences
 - . Reaction to and understanding of physical and emotional development
 - . Other influences

LEVEL C

Subconcept:

Marriage and the rearing of children are influenced by many factors, which are learned and evaluated in a total health education program.



- The role that one's family plays in the development of his total personality is important to health.
 - Family differences
 - . Differences in values, attitudes, standards, customs, traditions, and behavior resulting from varied home patterns
 - Differences of family members
- . Preparation for marriage can come in many life experiences, as well as in the individual's reactions to such experiences.
 - . The sex drive of the opposite sex
 - . The difference between infatuation and love
 - . The meaning of marriage
 - . Characteristics to be considered when selecting a marital partner
 - The engagement period
 Marriage as a dynamic
 - Marriage as a dynamic relationship, seldom static, but ever evolving and changing
- . Happy marriages are dependent upon a variety of factors.
 - . Adjustments other than sexual
 - . Essentials to happy marriages
 - . Setting standards for sexual behavior
- . The young person should know that tamily planning may be desirable in a marriage and that parenthood is a creative experience that has a significant effect upon society.
 - Necessity of a happy atmosphere in the family unit
 - . Different patterns of responsibility in families
 - Children: privilege and economic responsibility
 - . Factors regarding family planning that need to be considered before marriage
 - . Factors in planning for the adoption of a child
- . Information and concepts regarding conception, the prenatal development and birth of the bab; are needed.
 - . Prenatal care
 - . The stages of the baby's growth from fertilization to birth
 - . The process of birth as a natural result of affirmation of love
- . Conflicts arise in marriage and need to be dealt with so that one's feelings of adequacy will not be destroyed.
 - . Management of finances
 - . Factors in deciding whether the wife will work
 - . The decision of whether and when to have children and how to rear them
 - . Relationships with in-laws
 - . Social, recreational, and religious activities
 - . Child abuse and misuse
 - . Extramarital relations
 - . Divorce
 - . Menopause



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- . Successful marriages are dependent on a variety of factors.
 - . Emotional maturity
 - . Background: home, social, economic, intellectual, and religious
 - . Understanding of personality and sexuality
 - . Health status
 - . Ability to solve problems even in time of crisis
 - . Compatability at different stages in the marriage



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X-4

BAMCAREA: SEX EDUCATION FOR FAMILY LIVING CONCINUES to be influenced by familia. ar. life experiences.

LEVEL A. SUBCONCEPT: The process of maturation and sexual development, psychologically and physiologically, is unique for each person.

cultural d about all yeical build? Frum big the family in making many					
Should a child be given information prepating him for each step of his anysical development? Why or why not? for mature at the same rate as hir physical development? Discuss. What might one expect as the outcome if a child were not informed about all people being different, not just in looks, but in all parts of the physical build? What difference does agr. make in the sexual devel- upment of young people? Stould answers be given to a child's questions about sex? Why is it that some parents do not to a child's questions about sex? Why is it that some parents do not tions? How does the family decisions? Hab- How does the family guiden.	CONTENT		OTIVATING QUESTIONS Meral-Emotional		LEARNING EXPERIENCES
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Should answers be given to a chid's questions about exc? Why is it that some parents do not really answer the questions tions? From what source should and does a young person learn about sex? Frum his parents or his friends? . How does the family decisions?			•		pattern. Example: How would
From what source should and does a young person learn about sex? From his parents or his friends? . How does the family . How does the family decisions?	. Psychological differences in-		Stould answers be given		a young eighth grade boy, who
some parents do not some parents do not really answer the questions? From what source should and does a young person learn about sex? From his parents or his friends? How does the family generally and decisions?	fluencing sexual development		to a child's questions		did not usually control his tem-
really answer the questions? tions? From what source should and does a young person learn about sex? Frum his parents or his friends? How does the family guide one in making many decisions?			about sex? Why is it that		per, react when his mother
really answer the questions? tions? From what source should and does a young person learn about sex? From his parents or his friends? How does the family guide one in making many decisions?	. Reactions to one'e three basic	•	some parents do not		questioned him about a conver-
tions? From what source should and does a young person learn about sex? From his parents or his friends? How does the family guide one in making many decisions?		•	really answer the ques-		sation he had had with his friends?
From what source should and dogs a young person learn about sex? From his parents or his friends? How does the family guide one in making many decisions?	ruger		tions?		The conversation involved the
From what source should and does a young person learn about sex? From his parents or his friends? How does the family guide one in making many decisions?			•		use of "dirty" words. The
	. Levels of emotional control and maturity	From what source should. parents or his friends?	and does a young person lead	in about sex? From his	father is iil, in the hospital, and unable to be brought into the discussion.
•	. Experiences, interests, hab- its, groups, values, ideals,	•	•	How does the family	
	and recreation		•	guide one in making many decisions?	

LIVING
FAMILY
FOR
EDUCATION
SEX
BASIC AREA:

LEYELA				
CONTENT	Physical	MOTIVATING QUESTIONS Mental Emotional	Socio - Cultural	LEARNING EXPERIENCES
		How do a child's emo- itions chauge and what ef- fect does this have on his y quality?		
	How do a child's feelings opposite sex change? Wh	How do a child's feelings in regard to other children of the same sex and of the opposite sex change? What effects these changes?	same sex and of the	
. Differences in the ability to understand and to communicate with people	How does one to about sk What is meant by being l	How does one to about showing affection for one of the opposite sex? What is meant by being loyal to one's friends and members of one's family?	osite sex? of one's family?	Discuss with the students, or select student leaders to discuss, the meaning of the follow-
. Parenta		.How does a child's early emotional environment affect, his later sexual life?	nal environment affect	ing terms: . the family
. The family as a whole . Paer groups . Adults other than relatives		What is emotional nourishamment, and what does it have to do with the understanding of secuality?		. gangs . values . emotional maturity
. Environmental and sociological differences influencing sexual development and practices				
. Parental care-understand- ing, guidance, time, parent-		Explain why and how each factor mentioned under "parental care" affects the children in the family.	mentioned under	
tion, responsibilities, privi- leges, freedom in making decisions		What could be some of the possible outcomes if a junior high school student were never expected to accept any responsibilities?		Have each class member write a paper explaining the responsibilities he is expected to meet within his home, and the privileges he is granted. Select several papers to read to the
,				class, without giving the names, and then discuss how many

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ERIC **

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3	LEVELA				
	CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emptonal	Secto - Cultural	LEARNING EXPERIENCES
					responsibilities a young person should have and how many privileges he should be granted.
	. Family size and income		What is meant by the statement, "With freedom come responsibilities"?	it, "With freedom come	
	Early marriages age of parents age of others and eisters who have married age these students feel is best for marriage		If love, guidance and communication are so important to have within the family unit, why are so many people concerned about family size and the family income?	ication are so important why are so many people of the family income?	
X-7	. Socio-cultural; inborn characteriatics, family customs, traditions, religion, type of community, part of community in which one lives		oo	What effect can a community have on a young person, and what effect can a young person have on the community?	Discuss several different cultural patterns which are found in family living, and compare manner in which boy-girl relationships differ in each culture.
			What is the difference between a "house" and a "home"?	a "house" and a	
		Fow do young people begin	Fow do young people begin to "act out" the sexual maturity they are beginning to reach?	ty they are beginning to	
•	There are different stages of mexual development,	Is it out of the ordinary for individuals within the			Have each student write out how he thinks a person in each
•	. Infancy and childhood	op secondary sex characteristics (aster than			group ought to act. Read some of the papers in class to indi-
	. The body's physical develop- ment and the child's interest in the body	others? Explain,			cate now people a opinions differ.
	. How the family structure in- fluences the child's manner of expressing his emotions				



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BASIC AREA:

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CONTENT	Physical	MOTIVATING OVESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. The child's questions	Even though the infant and child have not developed fully sectually, is it important to discuss sex with them?	child have not developed		Have buzz sessions in which each group discusses then reports its ideas to class on the
, The new people who enter the child's life	1	In what ways does a young child learn to get along with other people outside his family? Why is this incomments of its parts of the comments o	earn to get along ily? Why is this	sex roles of one of the following: . an infant
. Upper elementary age		unportant, 11 14 18 2		a ten-year-old
. The influences of people outside the child's home				. a 13-year-old . the parents Discuss how the ideas regarding
. A high interest and cu. tosity in sex, but not the opposite	Why is an elementary child interested in senecessarily interested in the opposite rex?	Why is an elementary child interested in sex, but not necessarily interested in the opposite rex?		sex Unange as does ure age. Example: To the baby, sex may mean mother and father.
. The influence of clubs, friends, and groups in gaining sex information. Early teens	What would be involved in helping a child in elementary school to think of sexuality as something naturand beautiful, rather than a taboo topic that is only whispered about?	What would be involved in helping a child in elementray school to think of sexuality as something natural and beautiful, rather than a taboo topic that is only whispered about?		
. Physical changes		What ideas could be devel-		
. Onset of puberty		oped in the elementary and junior high age group		
. The age of questions		to read to understanding about sex and curiosity about the sex organs?		
	Should dates in junior high	Should dates in junior high be under some sort of supervision? B so, why?	n? If so, why?	Have students conduct a survey
. There are physiological differences in the male and the female reproductive systems.				annung ouer is tudents and par- ents to get opinions on this ques- tion, Report to class.
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LEVEL A	LEVEL A	AMILY LIVING		
	CONTENT	á	MOTIVATING OUESTIONS	

	LEARNING EXPERIENCES	
	Socio - Cultural	
MOTIVATING OUESTIONS	Mental-Emotional	
	ical	

LEARNING EXPERIENCES	Aiter showing appropriate films on reproductive systems, ask questions relating to the parts and functions of each reproductive system. Have students learn to pronounce the correct names of various organs in the reproductive systems.
MOILYAILNG OUESTIONS Mental-Enotional Socio-Cultural	Should students of junior nigh age learn about the reproductive systems of the opposite sex? Why? Boys usually reach puberty after girls and yet their , nex drive increases more rapidly than that of girls. Are there problems that this developmental stage. presents? If so, how can such problems be handled?
Physical	Should students reproductive s

	Have a buzz session on the evolution of man within a family structure.	Have a buzz session on the	Invite a school nurse or a
	What other adults influence you in addition to your parents?	What are the influences on an individual by a parent of the same sex and by a parent of the opposite sex?	Do members of both sexes, at the junior high age, need to understand the menstrual cycle and nocturnal
,			Do members of both : exe

chological differences between the nesses of the corresponding parts

two sexes, and there are like-

of the two reproductive systems.

X-9

. Evolution within a family

structure

There are physiological and psy-

tubes, uterus, cervix, vagina,

accresory glands

Female: ovarice, fallopian

Male: testes, vas deferens, seminal vesicles, prostate

CONTENT

gland, urethra, penis

Have a buzz session on the development of the sex drive.	Invite a school nurse or a physician to discuss the reproductive systems to the class if this would be more appropriate for your situation.	
te sex?		

to other misunuerstandings?

Explain.

Would a misunderstanding about masturbation lead

emissions? Why?

. The onset of puberty for both

BOXOR

The development of the sex

drive

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LEVELA				
CONTENT	Physical	MOTIVATING QUESTIONS Mental Emotional	Socio - Cultural	LEARNING EXPERIENCES
Secondary sex characteristics for both sexes	What are the secondary sex characteristics?	ex characteristics?		Discuss the secondary sex characteristics which develop
The psychological seaual response		. How significant are opin ions formed at the early teen level?		in each sex and misunderstand- ings associated with these.
Problems associated with growing up				The second secon
. Voice change	What are some similar-			Assign research projects on
. Awkwardness	male and female sex			voice change, awkwardness, masturbation, facial hair, pubic
, Masturbation	characteristicae			
. Facial bair				problems. Discuss the reports in class.
. Pubic hair				
. Widening hips				
. Development of breasts				
. Skin problems				
Human reproduction is a complex process.				
Fertilization	What is fertilization?			Invite a physician or school
	When does life begin?			
Growth of the embryo and fetus	How does the embryo dif- fer from the fetus?			birth. Contact your local medical society speakers bureau or Texas Medical Association for
	Where does the fetus			resource people in your region.

X-10

	CES	I with correlate sysician or serien and ia.s.	al pro-
	LEARNING EXPERIENCES	Show a film concerned with human reproduction to correlate with content and/or physician or school nurses's discussion and other resource materials.	Develop an audio-visual program by a physician for presentation to the class. Show and discuss.
	rai	W h w	<u> </u>
	Socio-Cultural		
•	MOTIVATING QUESTIONS Mental-Emotional		
LIVING	M.O. Physical	How is the fetus nour- ished? How long is the gestation period?	What is labor?
BANC AREA: SEX EDUCATION AND FAMILY LIVING LEVEL A	CONTENT		
BASIC AREA: LEVEL A		. Birth	

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SEX EDUCATION FOR FAMILY LIVING BASC AREA:

Hunan sexuality originates within the family and continues to be influenced by familial and life experiences. CONCEPT:

Understanding various family structures and ways of adjusting to the normal sexual drive can help one deal more effectively with LEVEL B

groups for a discussion regard-Divide the class into several LEARNING EXPERIENCES . school student accept in the family unit? . What role does a high Socio-Cultural MOT: YATING QUESTIONS Mental-Emotional Physical many pressures and conflicts. Social needs of the individual are first influenced within the family SUNCONCEPT

from widely used advertisements ren in each family would differ. group determine how th childmass media, have the students type of family, and have the To stucy the influence of the bring to class illustrations Should young people get to know several members of the opposite sex? How can they and why should, they? . In what ways are young people influenced by mass How can you help your gounger brothers and sisters. with their problems and, conflicts about sex?

Assign each group a different

ing different family customs.

The teacher can help some of Select class members to lead the class in the discussion of that illustrate the appeal and the effect of the mass media. the questions shown here. own, as you grow older, and still respect the wishes, . How can you learn to make more decisions on your opinions and decisions of your parents?

the students to feel free to

driv should be controlled un-Have a debate on why the sex til a person is mature enough to as surne the responsibility of a family. Why do most parents put restrictions on high school dating?

fore the individual is emotionally

or economically mature enough

to provide for a family

development of the sex drive be-Adjustments can be made to the

problems that arise because of

Influence of peer groups on social development and the

Puberty and heterosexual personality of the chi'd

development

Early social developmen .rom

unit, and then are influenced by

mit y outside forces.

observation of all members of

the family

	DANCARRA: SEX EDUCATION FOR FAMILY LIVING	
ø RIC	AANC AREA:	LEVEL B

VEL B				
CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio-Culturai	LEARNING EXPERIENCES
Male and female sex drive; during adolescence		Why do you think adults discourage teen-7ge mar- riages? What part does th, educational process of today play in this attitude?	te teen-ge mar- ational process of	Survey the clars to see how many plan to continue their education after completion of high school. Point out the length of
Lengthened adolescent period	How would a teen-ager	How would a teen-ager know if he was economically ready to support a family? time before one would be able	to support a family?	time before one would be able

and some of the responsibilities. the important a pects of a date, the class how the understanding of self and others is important How would a teen-ager know if he was economically ready to support a family? | time before one would be able Have the claus make a list of social worker to discuss with invite a school counselor or to support a family. How is it possible for a student to pursue an education and support a family at the same time? boy, what are some of the things that you think about before making the date? If you decide to ask a girl for a date, or if you decide to accept a date with a emotional maturity changed in the past three years? Have your attitudes about girl to feel more at ease How could a boy help the on the date and have a How and why? better time?

the longer educational process

of this generation because of

and sexual development of the individual. How does a girl go about letting a boy know that she would like to have a date with him? What are the attitudes of boys to certain of these techniques? when out on a date rather

to the social, psychological,

Why stay with a group than you and your date

leaving alone?

What are the qualities you admire the most and the least in the opposite sex?

necessitates formulation of basic

The practice of going steady criteria for dating behavior.

relationships as a preparation

for a successful marriage

Development of heterosexual

Characteristics boys and girls

admire in the opposite sex

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Planning for the date: where,

when, how late, with whom,

what to wear

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Communication in asking for,

accepting, or refusing a date

It is important to social growth to understand the opposite sex.

the same sex, and oneself.

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	What are the qualitien you admire the most and the least in a date? What are the qualities you admire the most and the least in a per whom you are going steady?		Socio-Cultural	LEARNING EXPERIENCES
	t are the qualities you may you are going steat			
	t are the qualities your you are going stea.	a semile the most and the t	eage in a date	one group of all boys, one
	m you are going stead	What are the qualities you admire the most and the least in a next on with	sant in a ner on with	aroun of all airle and two
		44.5		groups that are mixed. No
	•			group should know what the
·	•	. Do each of the above lists ,	, Within your group, what is	
	•	differ and if so. do you	meant by "going steady"?	_
		, understand why they do?		they like most and least in girls.
	1			The girls make a list about boys.
steady: accepted thing to do.	do dome parents ob	Why do some parents object to steady dating?		One mixed group makes a list
	•			of what they like most and
security, a sincery attraction	•	•		teast in sumeone to date, the
to the person	•	•		other group makes a list of
_				was they would want their
	are the decisions yo	why are the decisions you make regarding sexual		"steady" to be like and what
	wior on a date differ	behavior on a date different for your generation		they don't want, Put the lists
ehavior	they were for young	than they were for young people 100 years ago?		on the board in four columns
self-respect, respect for	•	•		and discuss why they differ.
others, defensive driving	•	If dating during the high school years presents prob-	ool years presents prob-	
	•	lems, why is it still considered to be a part of one's	ered to be a part of one's	
	•	development and why should	development and why should high school atudents date?	in the class. The scene is the
momentary physi-	•	. •		living room with the mother
cal pleasure How	should the decisions	How should the decisions regarding dating behavior		and father objecting to their
for c	couples going steady,	for couples going steady be discussed together?		high school daughter's going
Ors	Or should they?	•		steady. Try this again, with
	•			the poyiriend present in the
	•	What are the responsibilities of the boy and girl on a	s of the boy and girl on a	living room and now the stu-
	•			might change
Problems of discontinuing the	•	What are some reactions to be expected when a	be expected when a	ing in City in the
the arrangement		couple stop going steady?		
Ė	s petting mean differe	Does petting mean different things to different		
ings and outcomes of perting. propier				

	SEX EDUCATION FOR FAMILY LIVING
ERIC	BANC AREA:

		MOTIVATING QUESTIONS		
CONTENT	Physical	Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
Stimulation of an already etrong		Are there ways of showing one's affection for the		After a trip to the library as
sexual impulsebehavior determined by emotions rather	opposite sex other than	opposite sex other than indulging in heavy petting?		a group, or after class reading of material baving to do with
than by intellect	If a couple is going steamshould it be the girl's de	If a couple is going steady and they have not made decisions about petting, should it be the girl's decision to set the limit as far as the sexual behavior	sions about petting.	teen-age dating, going steady, and petting, ask four students
Sexual play primarily for satisfaction of one's own per-	is concerned? Can boys control themselves?	control themselves?		to discuss together the topic and write out some questions
sonal desires	How could a boy or girl gay no to a Why should the response be "no"?	How could a boy or girl say no to an aggressive member of the opposite sex? Why should the response, be "no"?	er of the opposite sex?	to ask the class. The questions should not call for just factual
Peer-group expectations and				answers, but should call for
••••••	What are the many dangers one couples that are going steady?	What are the many dangers one (aces when alcohol is consumed on a date by couples that are going steady?	oneumed on a date by	expression of opinions and at- titudes. Each student must be made to feel that no other stu- dent will laugh at his ideas. Respect for others could also be learned along with the other information.
There are various ways in which different individuals adjust to their sex drives.		Why would a person enjoy ; the company of persons of his own sex more than ; the company of the opposite sex?		
	Being able to adjust to the relates to one's interest a person's developing the	Being able to adjust to the influences of the home, the parents, self, and others relates to one's interest in the opposite sex, but how could it also relate to a person's developing the feelings of a homosexu:??	parents, self, and others	

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LEVEL B			;	
CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional Section	Socio - Cultural	LEARNING EXPERIENCES
	What are the many theo	What are the many theories as to the cause of homosexuality?		Discuss with the class the ma-
		•		jor theories as to the cause and treatment of hor osexuality
				After such theories have been
				explained, ask the students to
				usscuss their ideas as to what the legal and social attitudes
				should be regarding adult homo-
				sexuality.
				Invite a psychiatric social work-
				rr or psychiatrist to discuss
				with the class various ways by
				their sector drive and to die
				cust beterosexual bisexual.
				and homosexual relations. Tape
				for future usc.
Gritical thinking, rather than				- 1
emotional rationalization, should				
about sexual relations.				
. Sexual relations as an integral		What attitudes about a gual reletions would aid in	ould aid in	use stad anotation the control
part of marriage		establishing a happy marriage?		guide, select two boys and two
. Sexual relations outside	If premarital sexual rela	If premarital sexual relations present many problems, why do people indul <i>re</i>	eople indulge	girls to ask the class these onestions and others its vand
Harringe	in such practices? Wha	in such practices? What are their reasons and are they valid?		the teacher feel would be help-
. Attitude of society	What is the relationship	What is the relationship between the use of alcohol, the use of drugs, and	rugs. and	ful in getting the students to think critically rather than too
	premarital sexual intercourse?	journe? .		emotionally. The teacher
				should endeavor not to mor- alize during the discussion but
				rather to help the students de-
				velop nearing attitudes.

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CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
. Problems of unwanted		. What are some of the fac		Divide the class into two grouns
pregnancy		. tors having to do with a		facing each other. Select a
		. boy's emotional reaction .		leader and a recorder for each
. Marriage without neces-		after the rirl becomes		group, Put before the group
eary maturity		. pregnant.		the question of premarital inter-
				course. Have one side support
. Induced abortions	Why are some states	Why are some states making abortions legal? What do you think the law should	o you think the law should	the idea and the other side to
	Way bur an			oppose the idea, Let them de-
adoption		•		bate it freely for ten minutes. The recorder should take notes
•				of what is said. Then the
		. What are "our attitudes regarding an engaged couple's	arding an engaged couple's	groups are to take the opposite
		having premarital sexual intercourse? Why do you	ter course? Why do you	side of the debate an again de-
		. have such attitudes?		bate for ten minutes. At the
,		•		conclusion, the recorder will
. Disruption of future goals		. What are some of the psychological outcomes of	ological outcomes of	discuss what was said and at-
		 premarital intercourse that may be evident for a number of years? 	may be evident for a	tempt to come up with some
		•		
. Problems when pregnancy does not result				
. Anxiety				
Altered attitude regarding		Is there a double standard regarding premarital	regarding premarital	
sex which could affect a		sexual relations for men and women? If so, why,	d women? If so, why,	
-		Do most boys expect their future wives to be virgins at the time of marriage? Why? What are girls, attitudes about boys who have had sexual intercourse?	future wives to be virgins Why? What are girls' ave had sexual intercourse?	
. Mental conditcts, tapecial- ly that of guilt, which could in .urm cause more severe emotional or men-		After promarital sexual intercouse, why might there, be a lack of self-respect and respect for the other person involved? Why might there be guilt feelings?	ercourse, why might there d respect for the other ht there be guilt feelings?	
tal difficulties			-	

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BASIC AREA: SEX EDUCATION FOR FAMILY LIVING

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LEVEL B				
CONTENT	Physical McLLVAT	MOTIVATING OVESTIONS Mental-Emotional	Socio-Cultural	LEARNING EXPERIENCES
			,	Have students research and re-
The noneibility of veneral	•	•		port to the class how veneral
distribution of the second	•	•		dient to the property and the second
Clarker, which could go		•		his monited possess and children
Durate Company	•			of the marriage partition and consured
or oe spread to other peo-	•			of the marriage.
e ja		•		
Total understanding of and adjust-	What are some of the things which can influence one's	can influence one's		Have a socio-drama to show
ment to one's sex drive and the	. understanding of the sex drive?			factors that are important to a
possibility of a happy and success-	. adjustment to the sex drive?	• •		happy marriage,
ful marriage are dependent upon	. development of a happy marriage?	riage?		
many factors throughout life.	•	. •		
(This is to be developed in detail	•	•		
iz Level C.)	•	•		
0:10:0	•	•		
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Reaction to and understanding of	•			
physical and emotional develop-	•	•		
ment	•	• •		
	•	•		
	•	•		
Friends	•	•		
`	•	•		
/ Deting	Why is da	Why is dating a developmental task to be met before	to be met before	Assign a student to trace the
	the period	the period of engagement and before marriage?	marriage?	development of dating as a
. Coing steady	٠	•		social custom in the United
. Petting	٠	٠		States. Discuss the methods
	•	•		deting
Premarital relations	•	•		deting:
		•		
	•			
	•			
		•		
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BANCAREA: SEX EDUCATION FOR FAMILY LIVING
CONCEPT: Human sexuality originates within the family and continues to be influenced by familial and life experiences.

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CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Secio - Cultural	LEARNING EXPERIENCES
The role that one's family plays in the development of his total personality is important to		. To	To what extent will the family structure, from which one has evolved,	Divide the class into four equal groups. Assign each group one of the following family struc-
health, Frmily differences		re any problems univ	influence the development of his or her own family of the future? The to homes with two to of parents, or no	tures: . two-parent family . one-parent family . two sets of parents . no parents (orphange, foster home, or home
. Diferences in values, attitudes.			What are some expected	with other relatives) Have each group outline the in- fluences from the family struc- ture necessary to fulfill the needs of the children. Have a class symposium on
and behavior resulting from varied home patterns Differences of family members		outs	outcomes if the husband and wife have had similar backgrounds, or dis- similar?	the important considerations in selecting a mate.
	What aspects of a person whether or not two peopl	What aspects of a person's background are the most significant when evaluating whether or not two people are suited for marriage?	icant when evaluating	
Preparation for marriage can come in many life experiences, as well as the individual's reactions to such experiences.	Wby do some individuals do not?	Why do some individuals choose to marry but others do not?		As an outside assignment, have all the boys make a list of thos things which must be attended to before marriage. Have the
. The sex drive of the opposite		What are some of the ways of understanding the opposite sex?		girls make the same list. In clars have all the boys in one group to compile one list out of the many, and all the of risk

ILY LIVING	
E SEX EDUCATION FOR FAMILY LIVING	
BASIC AREA:	

		MOTIVATING OVESTIONS	
CONTENT	Physical	Mental-Emotional Socio-Cultural	LEARNING EXPERIENCES
T	When in inference on		
. The unitaring between mile:	ALIEN AND ALIEN		in one group to do the same.
משוימיו שיום זמת ממושה	-		Lach group selects a leader to
	eu M	What is love?	present the list to the class.
			Ther each group explains what
		. How does one know if he	they feel is good and und about
		or she is in love?	each list. The outcome should
			be some broad ideas regard-
. The meaning of marriage	What are some of the re-	What are some of the reasons men and women marry?	ing the many preparations for
			marriage,
	Should sex be the only ba	Should sex be the only basis for a young couple's marriage? Why?	
			Compare the life of a single
			person with that of a married
			person and discover reasons
			each chose the life he or she
	•		did.
. Characteristics to be con-	What are some of the mo	What are some of the most significant factors to be considered when selecting	Compare the qualities that you
sidered when selecting a mari-		•	_
tal partner			date, a person to whom you
The endangement nerind	Why should a person		are engaged, and a person
	have a medical		production and water to the
	marc a mountain the commit	•	the reat of your lile. What
•	Marion cutting and engage		are the differences in the lists
	mer period:		of qualities?
. Marriage as a dynamic rela-	How can marriages chan	How can marriages change and how can men and	Read to the class from The
tronship, seldom static, but	women adant to such changes?		December 5 to Walter Charles
the state of the s			Frome of trailing Clutan tiles
cast evolving and changing	-	•	part on marriage. Then have
	What is the rate of sexua	What is the rive of sexual relations in marriage?	the students discurs what it
			means and whether they agree
	Market Control of the		with Gibran's ideas.
Transfer of a section of the section			
ubon a variety of factors			
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CONTENT	Physical	MOTIVATING QUESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
. Adjustments other that sexual . Essentials to happy marriages	What activities around the house should be shared by the husband and wife?			Have students research und re- port on essentials for a haby marriage.
Stimulating companionship A willingness to help each other	Which activities or "chores" rhould be for one particular sex?	How can each marriage partner accept or reject the other partner's friends? If one marriage partner dops not care for the other's friends or outside activities, how best could this be inversed.	ner accept or reject the	
. Ability to find solutions to major or minor irritations . Setting standards for sexual behavior		If a marriage partner becomes too possessive of the other, or one becomes too dependent on the other, what would be some solutions? Why do double standards sometimes exist within a marriage relationship?	es too possessive of the pendent on the other, s?	Devise a role-playing situation in which the young husband and wife become involved in an argument over some rather unimportant thing. Have one group show how the argument could be worked out through communication, and another group to show how a mail argument can lead to a series of
the young person should know that family planning may be desirable in a marriage and that parenthood is a creative experience that has a significant effect upon society of a happy atmosphere in the family unit	Is it better to have children early in the marriage. What sacrifices do a marrised couple make when they begin to have a family of their own? What are the advantages and the disadvantages of large and small families?	Is it better to have children early in the marriage or several years later? What sacrifices do a married couple make when they begin to have a family of their own? What are the advantages and the disadvantages of large and small families?	veral years later?	arguments and then to a large and difficult problem. Have students research and report on the arguments for and against family planning.

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CONTENT	Physical	MOTIVATING O' ESTIONS Mental-Emotional	Socio - Cultural	LEARNING EXPERIENCES
	What is the RH factor?			Have students research and re-
	What is its relationship			port on the RH factor and its
	ment of a child?			ment of a child.
	What determines the sex			Have a student report to the
	of a child?			class on what determines the
				sex of a child and whether the sex of an unborn child can be
	What hereditary factors	What hereditary factors affect the development of the child?	ild?	controlled.
Factors in planning for adoption of a baby	What are the factors to b	What are the factors to be considered when adopting a child?	ild?	Invite a representative from an authorized adoption agency
				to discuss the procedures and qualifications of adoption.
Information and concepts re-	Should both the husband	Should both the husband and wife have a thorough		Show a film on childbirth, and
garding conception, the prematal development and the birth of the	understanding of the stag	understanding of the stages of prenatal development and in what ways could understandings come about?		have the students take notes on the film: then ask questions
baby are needed.				to stimulate discussion on the
				creation of life.
Prenatal care	What care by a phyrician			Discuss the idea that birth is
	during the months of			the most outstanding form of
	pregnancy does a woman need?			creativity.
	Does the arrival of a baby in the home make a	y in the home make a		Have the students research and
	difference in the marria,	difference in the marriage relationship? If so, how?		report on how one chooses a
	-			general practitioner or an ob-
		•		stetrician for prenatal care
				and estimates of doctor, hos-
	· · · · · ·			pital, and other costs.

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	SEX EDUCATION FOR FAMILY LIVING
ERIC.	BANC AREA!

CONTENT	Physical	MOTIVATING OUESTIONS Mental-Emotional	Socie - Cultural	LEARNING EXPERIENCES
. The stages of baby's growth from fertilisation to birth		What responsibilities, if apy, should the father assume in caring for the baby?	should the father?	•
. The process of birth as a natural result of affirmation of love				
Conflicts arise in marriage and need to be dealt with so that one's feeling of adequacy will not be destroyed.		. Why do conflicts arise?		
. Management of finances	Who should manage the finances of the family?	inances of the family?		Divide the class into three
Factors in deciding whether	Should both partners in t	Should both partners in the marriage hold full-time jobs?		groups, one group of boys, one group of girls, and one mixed
		Why do some husbands object to their wives' working?		group. Have them answer the questions shown here and then each group will present its answers. Discussion should
·	What are the pros and cons regarding the moth working after there are children in the family?	What are the pros and cons regarding the mother's working after there are children in the family?		center not only on why the groups have different answers but on what would be the best answers to the questions.
. The decision of whether and when to have children and how to rear them	How can parental conflic marriage?	How can parental conflict on the rearing of children affect the stability of a marriage?	t the stability of a	Have students discuss which parent is more lenient in dealing with the youngsters.
. Relationships with in-laws				
. Social, recreational, and religious activities		Why do married couples need to have recrational outlets both together and separately?		Have students research and report on social, recreational and religious activities available to young married couples in the local community,

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CONTENT		MOTIVATING QUESTIONS	2	LEARNING EXPERIENCES	
		If there is a difference in religion, how will deci-sions be made regarding, the religious training of the children?			
. Child abuse and misuse	What is the difference	What is the difference in child abuse and misuse?		Assign small groups to various sources of information on child abuse and misuse. (Sources might include hospitals, police department, social welfare agencies, and current news sources.) Reports should be made to the class.	
. Extramarital relations			What are some of the socio-cultural practices of extramarital relations in countries of Western Europe?	Assign different students a country, culture, or ethnic group and have them read sociological studies of the extramarital practices of such and report them to the class.	
			Why do most cultures in the United Steas not folulated Steas not folulaw there Euro, an customs? Do you feel as if our practices are in the process of change? Why?	create a better understanding of the world in which the young person lives and also to better adapt to the changes in his own country. Such an assignment should be highly selective, with the school library furnishing the needed materials for research. Only valid sociological studies should be used.) Or, invite a sociological studies should be used.) Or, invite a sociologist to discuss this with the class.	

ERIC Full Text Provided by ERIC

BANCAREA: SEX EDUCATION FOR FAMILY LIVING

CONTENT	Physical	MOTIVATING QUESTIONS Mentalemotional	Sectio - Cultural	LEARNING EXPERIENCES
. Divorce		. How doss divorce affect the parents and the children involved?	parents and the children	Have students research and report on divorce statistics
		. Do special problems arise for the teen-ager whose , parents are divorced?	or the teen-ager whose	and on studies of how divorce affects children,
. Menopause	What is menopause? Does it happen to men			Assign small groups to re- search each of the questions and report to the class.
	What family problems or	What family problems can arise because of meno-		
	How can the teen-ager help his parents by his understanding?	help his parents by his		
. Successful marriages are de- pendent on a variety of lactors.	Do married couples nee	Do married couples need to be financially independent from their in-laws? Why or why not?	frem their in-laws? Why	To complete the unit, have students write papers entitled,
. Emotional maturity		What makes a happy		"When I Marry." and give them free reign to discuss the topic
. Background: home, social, economic, intellectual and religious		marriage worthwhile?		as they see it. If desirable, read some of the papers to the class, without giving names.
. Understanding of personality and sexuality				Invite a marriage counselor. social worker, or psychiatrist to discuss problem solving in
. Health status				marriage.
. Ability to solve problems even in time of crisis				
. Compatability at different stages in the marriage				

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